

Third Grade SBRC Rubrics

1-Does Not Meet Standards

2-Approaching Standards

3-Meets Standards

E-Exceeds Standards

Language Arts Literacy

1) Reads at grade level (RL.3.1-RL.3.10, RI.3.1-3.10, RF.3.1 A-D, RF.3.3 A-D, RF.3.4 A-B)				
Trimester	1	2	3	E
ALL	Student is reading instructionally at Level M or below.	Student is reading instructionally at Level N or O.	Student is reading instructionally at Level P.	Student is reading instructionally at a Q or above.
<i>Assessment: Instructional reading level as indicated on the Fountas & Pinnell Benchmark.</i>				

Reading: Literacy and Informational

2) Reads a text closely to analyze what a text says explicitly and inferentially (RL.3.1-RL.3.3, RI.3.1-RI.3.3)				
Trimester	1	2	3	E
ALL RL.3.1 RL.3.2 RL.3.3	<p>RL.3.1: Student is able to answer teacher-generated questions and ask questions related to the text with prompting from the teacher or answers the question incorrectly.</p> <p>RL.3.2: Student is able to retell a story and identify the central message, lesson, or moral in the story with prompting from the teacher. (with or without a bank of messages, lessons or morals.)</p> <p>RL.3.3: Student is able to describe characters and explain how their</p>	<p>RL.3.1: Student is able to ask and answer questions about key details in a grade level text by creating their own questions and responses but provides evidence that does not support their answer either orally or in writing.</p> <p>RL.3.2: Student is able to retell a story and identify the central message, lesson, or moral in the story. (with or without a bank of messages, lessons or morals.)</p> <p>RL.3.3: Student is able to describe characters and explain how their</p>	<p>RL.3.1: Student is able to ask and answer questions about key details in a grade level text by creating their own questions and responses and provide evidence to support their answer in writing and orally.</p> <p>RL.3.2: Student is able to summarize a story, identify the central message, lesson, or moral in the story, as well as, explain how the details support the central message, lesson, or moral in the story.</p> <p>RL.3.3: Student is able to describe characters and explain how their</p>	<p>RL.3.1: Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in writing and orally.</p> <p>RL.3.2: Student is able to determine the central idea or theme of a text, analyze their development and summarizing the key details</p> <p>RL.3.3: Student will be able to describe in depth a character, setting, or event in a story or drama.</p>

	<p>actions contribute to the events in the story with teacher prompting.</p> <p><u>With teacher prompting:</u></p> <ul style="list-style-type: none"> ● Retells the story by saying something about the main character(s) and the big events in order. ● Discusses how a character changes. 	<p>actions contribute to the events in the story.</p> <p><u>Independently:</u></p> <ul style="list-style-type: none"> ● Retells the story by discussing the story elements except for theme or is missing another part of the story elements. ● Notices and discusses how a character changes across the story but has difficulty identifying a key moment(s) that caused the character to change. 	<p>actions contribute to the events in the story.</p> <p><u>Consistently and independently:</u></p> <ul style="list-style-type: none"> ● Summarizes the story by describing story elements- the <u>characters</u> (thoughts, words, actions, decisions, physical attributes or interactions with others), BME including <u>important events using sequence words, problem and solution, and theme</u> of a story. ● Notices and discusses how a character changes across the story. ● Identifies a key moment(s) in the story that caused the character to change. 	<p><u>Consistently and independently</u></p> <ul style="list-style-type: none"> ● Describes story elements- character (thoughts, words, actions, decisions, physical attributes or interactions with others), setting (time and place), problem, solution, plot (action and sequence of the story), and theme) using evidence from the text. ● Makes inferences about characters feelings, motivations and actions <u>and</u> provides evidence to support their inference. ● Summarizes the text including all story elements listed above. ● Identifies, provides evidence, and explains the evidence to show how the theme developed throughout the text by discussing the theme from early too late in the text.
<p>RI.3.1 RI.3.2 RI.3.3</p>	<p><u>With teacher prompting:</u></p> <p>RI.3.1: Student is able to answer teacher-generated questions and ask questions related to the text with prompting from the teacher.</p> <p>RI.3.2: Student is able to determine the main idea, identify</p>	<p><u>Independently:</u></p> <p>RI.3.1: Student is able to ask and answer questions about key details in a grade level text by creating their own questions and responses but provides evidence that does not support their answer either orally or in writing.</p> <p>RI.3.2: Student is able to determine the main idea, identify and explain</p>	<p><u>Consistently and independently:</u></p> <p>RI.3.1: Student is able to ask and answer questions about key details in a grade level text by creating their own questions and responses and provide evidence to support their answer in writing and orally.</p> <p>RI.3.2: Student is able to determine the main idea, identify and explain</p>	<p><u>Consistently and independently:</u></p> <p>RI.3.1: Student is able to explain what the text says explicitly and inferentially and cites textual evidence to support their answer in writing and orally.</p> <p>RI.3.2: Student will be able to determine the main idea, explain how key details</p>

	and explain how key details support the main idea. RI.3.3: Student is able to use language that pertains to time, sequence, and cause/effect to describe the relationship between two concepts, ideas or procedures. <ul style="list-style-type: none"> Identifies the big topic of a text. Names information about that topic. 	how key details support the main idea. RI.3.3: Student is able to use language that pertains to time, sequence, and cause/effect to describe the relationship between two concepts, ideas or procedures. <ul style="list-style-type: none"> Identifies key details (some important and some not important) about the text without explicitly stating a main idea. 	how key details support the main idea. RI.3.3: Student is able to use language that <u>pertains to time, sequence, and cause/effect</u> to describe the relationship between two concepts, ideas or procedures. <ul style="list-style-type: none"> <u>Determines</u> the main idea and identifies key details that support the main idea. Explains how the key details support the main idea. 	support the main idea and summarize the text. RI.3.3: Student is able to explain events, procedures, ideas or concepts in an informational text. <ul style="list-style-type: none"> Summarizes the text by identifying the main idea and key details to support the main idea. Makes inferences about the text and provides evidence to support the inferences. Identifies key events, procedures, ideas or concepts and explains what happened, why it happened and how it happened by providing evidence from the text.
Assessment: <i>Stop and Jots, Summarizing Assessment, Theme Assessment, Analyzing Characters, Main Idea/Key Details, TDQ's</i>				

3) Uses text structure and words/phrases used by the author to analyze the style and tone of a text (RL.3.4-6)

Trimester	1	2	3	E
	<u>With teacher prompting:</u>	<u>Independently:</u>	<u>Consistently and independently:</u>	<u>Consistently and independently:</u>
ALL RL.3.4	RL.3.4: Student is able to determine the meaning of words and phrases in a text with teacher prompting. <ul style="list-style-type: none"> Distinguish between literal and nonliteral (figurative) language. Uses prior knowledge to determine the meaning of literal and nonliteral words Uses context clues to figure out the meaning of literal and nonliteral words. 	RL.3.4: Student is able to determine the meaning of words and phrases in a text. <ul style="list-style-type: none"> Distinguish between literal and nonliteral (figurative) language. Uses prior knowledge to determine the meaning of literal and nonliteral words. Uses context clues to figure out the meaning of literal and nonliteral words. 	RL.3.4: Student is able to successfully determine the meaning of words and phrases in a text. <ul style="list-style-type: none"> Distinguish between literal and nonliteral (figurative) language. Defines the meaning of literal and nonliteral language. Uses context clues to figure out the meaning of literal and nonliteral words. 	RL.3.4: Student is able to successfully determine the meaning of words and phrases in a text (including mythology). <ul style="list-style-type: none"> Uses context clues to figure out the meaning of literal and nonliteral words. Uses prior knowledge to determine the meaning of literal and nonliteral words. Uses knowledge of significant character in mythology to determine the

	<p>RL.3.5: Student is able to refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza with teacher support.</p> <p>RL.3.6: Student is able to analyze the point of view of the characters and the narrator's point of view.</p> <ul style="list-style-type: none"> Identify the characters' points of view and textual evidence to support their point of view. 	<p>RL.3.5: Student is able to refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza</p> <p>RL.3.6: Student is able to analyze the point of view of the characters and the narrator's point of view.</p> <ul style="list-style-type: none"> Identify the characters' points of view and textual evidence to support their point of view. 	<ul style="list-style-type: none"> Uses prior knowledge to determine the meaning of literal and nonliteral words. <p>RL.3.5: Student is able to refer to parts of stories, dramas, and poems, using terms such as <u>chapter, scene, and stanza</u> and describe how the parts build on earlier sections.</p> <p>RL.3.6: Student is able to analyze the point of view of the characters and the narrator's point of view.</p> <ul style="list-style-type: none"> Identify the characters' points of view and textual 	<p>meaning of words and phrases.</p> <ul style="list-style-type: none"> Simile, metaphor, Alliteration, Repetition, Onomatopoeia, hyperbole, personification, idioms <p>RL.3.5: Student is able to explain major differences between poems, drama, and prose.</p> <ul style="list-style-type: none"> Describe how poems, drama and prose are arranged differently to illustrate events and ideas. Describe how structural elements of poems, drama and prose enhance the reader's' experience of events and ideas. Identify the components of a text. <ul style="list-style-type: none"> Poem: verse, rhythm, meter, stanza Explain the effect of sound devices above on poetry. Drama: cast, setting, descriptions, dialogue, stage directions, script. Prose: explains the definition. <p>RL.3.6: Student is able to compare and contrast the point of view from which different stories are narrated. (1st and 3rd)</p>
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	<ul style="list-style-type: none"> Identify the point of view of the narrator and textual evidence to support their point of view. Formulate their own point of view and textual evidence to support their point of view. 	<ul style="list-style-type: none"> Identify the point of view of the narrator and textual evidence to support their point of view. Formulate their own point of view and textual evidence to support their point of view. 	<p>evidence to support their point of view.</p> <ul style="list-style-type: none"> Identify the point of view of the narrator and textual evidence to support their point of view. Formulate their own point of view and textual evidence to support their point of view. Use textual evidence to compare and contrast individual point of view and that of the characters. Use textual evidence to compare and contrast individual point of view from the narrator. 	<ul style="list-style-type: none"> Identify the point of view from which a story is being told. Compare and contrast stories that use the same point of view. Compare and contrast stories that use different points of view. Identify similarities and differences in narration between first person and third person.
<p>RI.3.4 RI.3.5 RI.3.6</p>	<p><u>With teacher prompting:</u></p> <p>RI.3.4: Student is able to determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary with teacher support.</p> <p>RI.3.5: Student is able to use text features to locate specific information with teacher prompting</p> <ul style="list-style-type: none"> table of contents heading/subheadings tables, graphs text boxes sidebars 	<p><u>Independently:</u></p> <p>RI.3.4: Student is able to determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary.</p> <p>RI.3.5: Student is able to use text features to locate specific information.</p> <ul style="list-style-type: none"> table of contents heading/subheadings tables, graphs text boxes sidebars 	<p><u>Consistently and independently:</u></p> <p>RI.3.4: Student is able to successfully determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary.</p> <p>RI.3.5: Student is able to use text features to locate specific information.</p> <ul style="list-style-type: none"> table of contents heading/subheadings tables, graphs, diagrams text boxes Sidebars, cut-outs 	<p><u>Consistently and independently:</u></p> <p>RI.3.4: Student is able to successfully determine the meaning of unknown words/phrases by using a variety of strategies.</p> <ul style="list-style-type: none"> Use context such as definitions, examples, and restatements found in the text. Use Greek and Latin affixes and roots. Use a glossary, dictionary, or thesaurus. <p>RI.3.5: Student is able to describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of a text or part of a text.</p> <ul style="list-style-type: none"> Identify the overall texture of a text.

	<ul style="list-style-type: none"> ● glossary/index ● captions ● bold/italic/highlighted print ● photographs <p>RI.3.6: Student is able to distinguish his or her own point of view from that of the author with prompting.</p> <ul style="list-style-type: none"> ● Identify the point of view of the narrator. 	<ul style="list-style-type: none"> ● glossary/index ● captions ● bold/italic/highlighted print ● photographs <p>Explain how these tools help reader locates information in a text.</p> <p>RI.3.6: Student is able to distinguish his or her own point of view from that of the author.</p> <ul style="list-style-type: none"> ● Identify the point of view of the narrator. 	<ul style="list-style-type: none"> ● glossary/index ● captions ● bold/italic/highlighted print ● photographs <p>Explain how these tools help reader locates information in a text.</p> <p>RI.3.6: Student is able to distinguish his or her own point of view from that of the author.</p> <ul style="list-style-type: none"> ● Identify the point of view of the narrator. 	<ul style="list-style-type: none"> ● Identify signal or sequence words that signify the overall structure. ● Evaluate how the text structure connects events, ideas and concepts. ● Analyze why an author chose a specific text structure. <p>Chronology:</p> <ul style="list-style-type: none"> ● Identify sequence words to indicate text structure (first, next, then, last). ● Describe the order of events in chronological order. <p>Compare/Contrast:</p> <ul style="list-style-type: none"> ● Identify sequence words to indicate text structure (same, alike, as opposed to, on the other hand). ● Identify and explain concepts that are being compared and contrasted using textual evidence. <p>Cause/Effect:</p> <ul style="list-style-type: none"> ● Identify sequence words to indicate text structure (because, therefore, as a result, etc.). ● Describe the cause and explain why it lead to a specific event. <p>Problem/Solution:</p> <ul style="list-style-type: none"> ● Identify sequence words to indicate text structure (the problem is, a possible solution, to solve this, in order to overcome). ● Describe a problem and possible solution(s) to the problem using textual evidence. <p>Descriptive:</p> <ul style="list-style-type: none"> ● Identify sequence words to indicate text structure (for example, characteristics, to illustrate, etc.). ● Describe a topic by listing characteristics, features and examples from the text <p>RI.3.6: Student is able to compare and contrast a firsthand and secondhand account and describe the differences.</p>
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	<ul style="list-style-type: none"> • Uses textual evidence to support the point of view of the narrator. • Identify personal point of view and uses textual evidence to support their point of view. 	<ul style="list-style-type: none"> • Uses textual evidence to support the point of view of the narrator. • Identify personal point of view and uses textual evidence to support their point of view. 	<ul style="list-style-type: none"> • Uses textual evidence to support the point of view of the narrator. • Identify personal point of view and uses textual evidence to support their point of view. • Uses textual evidence to distinguish personal point of view from that of the author. • Compare/contrast my point of view from that of the authors. 	<ul style="list-style-type: none"> • Describes the difference between firsthand and secondhand accounts. • Determines whether a text is a firsthand or secondhand account. • Identifies the important details that indicate author's focus in a firsthand account. • Identifies the important details that indicate author's focus in a secondhand account. • Contrast the details and information provided in firsthand and secondhand accounts. • Compare the details and information provided in firsthand and secondhand accounts.
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Assessment: *Figurative Language Assessment, Point of View Assessment, Summary Assessment, Analyzing Text Features Assessment*

5) Draws conclusions from the information gathered across multiple texts (RL.3.7 &9, RI.3.7-9)				
Trimester	1	2	3	E
T2 & T3 RL.3.7 RL.3.9	<p><u>With teacher prompting:</u></p> <p>RL.3.7: Student is able to explain how the text's illustrations contribute to what is conveyed by the words with teacher prompting.</p> <ul style="list-style-type: none"> • Identify the setting, mood or character traits in a text based on the text's illustrations 	<p><u>Independently:</u></p> <p>RL.3.7: Student is able to explain how the text's illustrations contribute to what is conveyed by the words.</p> <ul style="list-style-type: none"> • Identify and explain the setting and mood or character traits in a text based on the text's illustrations. 	<p><u>Consistently and Independently:</u></p> <p>RL.3.7: Student is able to explain how the text's illustrations contribute to what is conveyed by the words.</p> <ul style="list-style-type: none"> • Identify, explain, and cite textual evidence to describe how the illustrations contribute to the understanding of the setting, mood, and character traits in a text. 	<p><u>Consistently and Independently:</u></p> <p>RL.3.7: Student is able to make connections between the texts of a story, drama, visual or oral presentation of a text.</p> <ul style="list-style-type: none"> • Use concrete details, quotations, and other information from a presentation of a text to explain connections made.

	<p>RI.3.9: Student is able to compare and contrast the themes, setting, and plots of two texts on the same topic.</p> <ul style="list-style-type: none"> ● Identify the theme in two texts. ● Identify the setting in two texts. ● Identify the plot in two texts ● Compare or contrast the stories. 	<p>RI.3.9: Student is able to compare and contrast the themes, setting, and plots of two texts on the same topic.</p> <ul style="list-style-type: none"> ● Identify the theme in two texts. ● Identify the setting in two texts. ● Identify the plot in two texts. ● Compare or contrast the stories. 	<p>RI.3.9: Student is able to compare and contrast theme, setting and plot two texts on the same author.</p> <ul style="list-style-type: none"> ● Identify the theme, setting and plot in a text. ● Compare how theme, setting and plot are similar in the stories. ● Contrast how theme, setting and plot are different in the stories. 	<ul style="list-style-type: none"> ● Compare different presentation using concrete details, quotations, and other information form a presentation of a text. ● Identify description and directions in a written, visual, or oral presentation of a text. <p>RI.3.9: Student is able to compare and contrast themes and topics in stories, myths and traditional literature.</p> <ul style="list-style-type: none"> ● Identify common themes in literary work. ● Identify themes within a text. ● Compare and contrast themes in stories, myths and traditional literature. ● Identify literary elements of a text. ● Use textual evidence to explain how characters, settings, and events in stories reveal themes.
Assessment: Venn Diagram, Compare and Contrast Assessment, Analyzing Assessment				
<p>RI.3.7 RI.3.8 RI.3.9</p>	<p><u>With teacher prompting:</u></p> <p>RI.3.7: Student is able to explain how images contribute to informational texts with teacher prompting.</p> <ul style="list-style-type: none"> ● Read and understand charts, diagrams, graphics, images, photographs, maps etc... 	<p><u>Independently:</u></p> <p>RI.3.7: Student is able to explain how images contribute to informational texts.</p> <ul style="list-style-type: none"> ● Read and understands charts, diagrams, graphics, images, photographs, maps etc... 	<p><u>Consistently and Independently:</u></p> <p>RI.3.7: Student is able to explain how images contribute to informational texts.</p> <ul style="list-style-type: none"> ● Read and understand charts, diagrams, graphics, images, photographs, maps etc.. ● Explain how specific images and words are used to better understand the key events of the text. 	<p><u>Consistently and Independently:</u></p> <p>RI.3.7: Student is able to explain how images contribute to informational texts.</p> <ul style="list-style-type: none"> ● Identify information from text features. ● Identify the purpose of each text feature: ● Charts, graphs, diagram, time lines, maps, bold words, headings, captions,

	<p>RI.3.8: Student is able to make connections across sentences and paragraphs with teacher prompting.</p> <ul style="list-style-type: none"> Identify text structures comparisons, cause/effect and sequential order within a text. Identifies specific points the author is making in a text. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Describes reasons (3 or more) that support the point made by the author. <p>RI.3.9: Students will be able to use key points to compare and contrast two texts on the same topic with teacher prompting.</p> <ul style="list-style-type: none"> Determine similarities or differences about the two texts on the same topic. 	<p>RI.3.8: Student is able to make connections across sentences and paragraphs.</p> <ul style="list-style-type: none"> Identify text structures comparisons, cause/effect and sequential order within a text. Identifies specific points the author is making in a text. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Describes reasons (3 or more) that support the point made by the author. <p>RI.3.9: Students will be able to use key points to compare and contrast two texts on the same topic.</p> <ul style="list-style-type: none"> Determine similarities or differences about the two texts on the same topic. Use textual evidence, to explain how the two texts are similar. 	<p>RI.3.8: Student is able to make connections across sentences and paragraphs to support the points the author is making in the text.</p> <ul style="list-style-type: none"> Identify text structures comparisons, cause/effect and sequential order within a text. Explains why the different structures (comparison, cause/effect, or sequential order) were used within a text. Identifies specific points the author is making in a text. Describes details (3 or more) that support the point made by the author. <p>RI.3.9: Students will be able to use key points to compare and contrast two texts on the same topic.</p> <ul style="list-style-type: none"> Determine similarities about the two texts on the same topic. Use textual evidence, to explain how the two texts are similar. 	<p>glossary, index, table of contents, bullet points</p> <ul style="list-style-type: none"> Compare/Contrast information from texts features. Evaluate why information is included or not included in the text. Explain how information contributes to the understanding of the text. <p>RI.3.8: Student is able to explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> Identify important points that the author made in the story. Identify reasons that support particular points in a text. Identify evidence from the text to support points within a text. Evaluate whether or not the reasons and evidence support the author's points from the story. <p>RI.3.9: Student will be able to integrate information from two texts on the same topic in or to writer or speak about the subject.</p> <ul style="list-style-type: none"> Identify the main idea and key details in an informational text.
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	<ul style="list-style-type: none"> Use textual evidence, to explain how the two texts are similar. 	<p>OR</p> <ul style="list-style-type: none"> Is able to complete graphic organizer but unable to write written response. 	<ul style="list-style-type: none"> Determine differences between the two texts on the same topic. Use textual evidence, to explain how the two texts are different. 	<ul style="list-style-type: none"> Synthesize the main ideas found in two informational texts using textual evidence. Synthesize key details found in two informational texts using textual evidence.
<p>Assessment: <i>Comparing Two Texts or Works, Comparing/Contrasting, Text Features, Analyzing the Main Point(s) in a Story Assessments</i></p>				

Foundations of Reading

6) Applies grade-level phonics skills (RF.3.3)				
Trimester	1	2	3	E
Trimester 1	<p>Student has scored below 90% for the following phonics skills:</p> <ul style="list-style-type: none"> Predictable Vowel Teams Unpredictable Vowel Teams Vowel-r Complex Consonants 	<p>Student has scored 90% or above on the following skills and 90% or above on 1-5 of the syllable types:</p> <p>90% or above on all skills:</p> <ul style="list-style-type: none"> Predictable Vowel Teams Unpredictable Vowel Teams Vowel-r Complex Consonants <p>90% of below on one or more skill(s):</p> <ul style="list-style-type: none"> Closed Syllables Long Vowel Silent-e Syllables Open Syllables Vowel Team Syllables Consonant –le Syllables Vowel-r Syllables 	<p>Student has demonstrated proficiency with the following phonics skills by scoring 90% or above on the assessment for every skill:</p> <ul style="list-style-type: none"> Closed Syllables Long Vowel Silent-e Syllables Open Syllables Vowel Team Syllables Consonant –le Syllables Vowel-r Syllables 	N/A
<p>Assessment: <i>Phonics Screener for Intervention (PSI)</i></p>				

7) Reads with grade-level accuracy and fluency (RF 3.4)				
Trimester	1	2	3	4
ALL	<p>Demonstrates fluent reading:</p> <ul style="list-style-type: none"> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author’s meaning or punctuation; no stress or inappropriate stress, and slow rate. Reads with appropriate accuracy and speed to support comprehension: <90 words per minute 	<p>Demonstrates fluent reading:</p> <ul style="list-style-type: none"> Reads primarily in two-word phrases with some three- and four- word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author’s meaning and punctuation; almost no stress or inappropriate stress with slow rate most of the time. Reads with appropriate accuracy and speed to support comprehension: 90-107 words per minute 	<p>Demonstrates fluent reading:</p> <ul style="list-style-type: none"> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author’s meaning and punctuation; mostly appropriate stress and rate with some slowdowns. Reads with appropriate accuracy and speed to support comprehension: 108-125 words per minute 	<p>Not Applicable</p> <p>If a student is reading above 111 words per minute and is demonstrating strong comprehension, that is great! If not, the student may need to slow down. Our goal is to encourage reading at a rate that supports understanding of the text.</p>
<p>Assessment: Fountas and Pinnell Benchmark Assessment System <i>Words read per minute rates based upon the National Oral Reading Fluency Norms (Hasbrouck & Tindal, 2017)</i></p>				

Writing

11) Writes for a Purpose: Opinion, Informational, Narrative				
Trimester	1	2	3	E
ALL	Scoring a 16.5 or below on the district third grade writing rubric using a minimum of two writing samples.	Scoring a 17-27.5 on the district third grade writing rubric using a minimum of two writing samples.	Scoring a 28-38.5 on the district third grade writing rubric using a minimum of two writing samples.	Scoring a 39 or above on the district third grade writing rubric using a minimum of two writing samples.

	Add points – not just the overall. The overall range is too subjective.			
Assessment: <i>Collection of Writing Samples including On-Demand Writing Tasks, Independent Writing, and Journal Entries</i>				

12) Strengthens writing by revising and editing in order to publish writing				
Trimester	1	2	3	E
ALL	Scoring a 16.5 or below on the district third grade writing rubric using published writing samples.	Scoring a 17-27.5 on the district third grade writing rubric using published writing samples.	Scoring a 28-38.5 on the district third grade writing rubric using published writing samples.	Scoring a 39 or above on the district third grade writing rubric using published writing samples.
Assessment: <i>Published Writing Samples</i>				

14) Applies spelling rules to write known and unknown words				
Trimester	1	2	3	E
ALL	<p>Student applies spelling rules using the following patterns:</p> <ul style="list-style-type: none"> • Beginning Consonants • Final Consonants <p>Or has difficulty following any of the spelling patterns consistently.</p>	<p>Student applies spelling rules using the following patterns:</p> <ul style="list-style-type: none"> • Beginning Consonants • Final Consonants • Short Vowels • Digraphs/Blends • Long Vowel (Vce) 	<p>Student applies spelling rules using the following patterns:</p> <ul style="list-style-type: none"> • Beginning Consonants • Final Consonants • Short Vowels • Digraphs/Blends • Long Vowel (Vce) • Vowel Teams • Inflections 	

Assessment: Words Their Way Spelling Screener

15) Applies grade level conventions of language				
Trimester	1	2	3	E
ALL	<p>Student consistently uses less than 4 of the following writing conventions.</p> <ul style="list-style-type: none"> Capitalizes the first word in the sentence and other proper nouns. Includes appropriate end mark. Use commas in dates to separate single words in a series. Punctuates dialogue correctly with quotation marks. Uses apostrophes correctly in contractions. <p>Syntax & Grammar:</p> <ul style="list-style-type: none"> Interesting and correct usage of grammar. <p>Subject –predicate agreement.</p>	<p>Student consistently uses at least 4 of 7 of the following writing conventions.</p> <ul style="list-style-type: none"> Capitalizes the first word in the sentence and other proper nouns. Includes appropriate end mark. Use commas in dates to separate single words in a series. Punctuates dialogue correctly with quotation marks. Uses apostrophes correctly in contractions. <p>Syntax & Grammar:</p> <ul style="list-style-type: none"> Interesting and correct usage of grammar. <p>Subject –predicate agreement.</p>	<p>Students consistently applies the following writing conventions:</p> <ul style="list-style-type: none"> Capitalizes the first word in the sentence and other proper nouns. Includes appropriate end mark. Use commas in dates to separate single words in a series. Punctuates dialogue correctly with quotation marks. Uses apostrophes correctly in contractions. <p>Syntax & Grammar:</p> <ul style="list-style-type: none"> Interesting and correct usage of grammar. Subject –predicate agreement. 	<p>Student consistently and independently applies grade level writing conventions.</p>

Assessment: *Use of a minimum of three writing samples*