



REGIONAL SCHOOL DISTRICT 13

Grade 3 Literacy Rubric

	4 Meeting	3 Approaching	2 Developing	1 Beginning
SL3.1 Engages effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly	<p>With peers and adults, follows agreed upon rules for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared' Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others Explain own ideas clearly in light of the discussion 	<p>With peers and adults, follows two agreed upon rules for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared' Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others Explain own ideas clearly in light of the discussion 	<p>With peers and adults, follows one agreed upon rules for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared' Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others Explain own ideas clearly in light of the discussion 	<p>Learner requires support when working with peers and adults, following agreed upon rules for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> Comes to the discussion prepared' Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others Explain own ideas clearly in light of the discussion

RF.3.4 Reads with sufficient accuracy and fluency to support grade level comprehension	Reads grade level text	Reads text approaching grade level	Reads text below grade level	Does not yet read grade level text
RF.3.3 Knows and apply grade level phonics and word analysis skills in decoding words	Knows and applies grade level phonics and word analysis skills such as common prefixes and suffixes, multi-syllable words and irregular spellings	Knows and applies grade level phonics and word analysis skills such as common prefixes and suffixes, multi-syllable words and irregular spellings most of the time with minimal support	Knows and applies grade level phonics and word analysis skills such as common prefixes and suffixes, multi-syllable words and irregular spellings inconsistently and with additional prompting and support	Does not yet apply grade level phonics and word analysis skills
RI.3.2 Determine the main idea	Recounts informational texts with main idea and key details	Recounts informational texts with main idea and key details most of the time with minimal support	Recounts informational texts with main idea and key details inconsistently and with additional prompting and support	Does not yet identify main idea or key details
RL.3.2 Determines the lesson, central message and moral of a text	Determines the central message, lesson, or moral and explains how it is conveyed through key details in the text	Determines the central message, lesson, or moral and explains how it is conveyed through key details in the text most of the time with minimal support	Determines the central message, lesson, or moral and explains how it is conveyed through key details in the text inconsistently and with additional prompting and support	Does not yet identify the central message, lesson, or moral of a text
RL.3.2 Recounts stories with key details	Recounts stories sequentially including all key details	Recounts stories sequentially with most key details	Recounts stories with some key details that may be out of order	Does not yet recount key details of a story
RL.3.9 Compares and contrasts the themes, settings, and plots of stories	Compares and contrasts themes, settings, and plots across texts by the same author or series	Compares and contrasts most but not all of the following; themes, settings, or plots	Compares or contrasts some but not all of the following; themes, settings, or plots	Does not yet identify the theme, setting or plot in stories

<p>RI.3.9 Compares and contrasts important points and key details in two texts on the same topic</p>	<p>Compares and contrasts the most important points and key details presented in two texts on the same topic</p>	<p>Compares and contrasts most but not all of the important points and key details presented in two texts on the same topic</p>	<p>Compares or contrasts some but not all of the important points and key details presented in two texts on the same topic</p>	<p>Does not yet compare and contrast important points between two texts on the same topic</p>
<p>L3.1 Applies the conventions of English grammar in oral and written communication</p>	<p>Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking (explain the function of nouns, pronouns, verbs, adjectives and adverbs, form and use regular and irregular plural nouns, use abstract nouns, form and use regular and irregular verbs, form and use simple verb tense, ensure subject verb and pronoun antecedent agreement, form and use comparative and superlative adjectives and adverbs, use coordinating and subordinating conjunction, produce simple, compound and complex sentences)</p>	<p>Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking (demonstrates most of the following: explain the function of nouns, pronouns, verbs, adjectives and adverbs, form and use regular and irregular plural nouns, use abstract nouns, form and use regular and irregular verbs, form and use simple verb tense, ensure subject verb and pronoun antecedent agreement, form and use comparative and superlative adjectives and adverbs, use coordinating and subordinating conjunction, produce simple, compound and complex sentences)</p>	<p>Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking (demonstrates some of the following: explain the function of nouns, pronouns, verbs, adjectives and adverbs, form and use regular and irregular plural nouns, use abstract nouns, form and use regular and irregular verbs, form and use simple verb tense, ensure subject verb and pronoun antecedent agreement, form and use comparative and superlative adjectives and adverbs, use coordinating and subordinating conjunction, produce simple, compound and complex sentences)</p>	<p>Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking (demonstrates a limited number of the following: explain the function of nouns, pronouns, verbs, adjectives and adverbs, form and use regular and irregular plural nouns, use abstract nouns, form and use regular and irregular verbs, form and use simple verb tense, ensure subject verb and pronoun antecedent agreement, form and use comparative and superlative adjectives and adverbs, use coordinating and subordinating conjunction, produce simple, compound and complex sentences)</p>
<p>L.3.2 Applies spelling rules to written work.</p>	<p>Consistently applies three out of three of the appropriate conventions when writing</p> <ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Spelling 	<p>Consistently applies two out of three appropriate conventions when writing</p> <ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Spelling 	<p>Consistently applies one out of three appropriate conventions when writing</p> <ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Spelling 	<p>Not yet demonstrating this skill.</p>

<p>W.3.2 Write a clear, organized, and complete informational pieces</p>	<p>Writes informational pieces including an introduction, conclusion, relevant facts and definitions to convey information clearly</p>	<p>Writes informational pieces that include an introduction with a topic along with supporting facts</p>	<p>Writes informational pieces that include an introduction with a topic along with unrelated facts</p>	<p>Does not yet generate an informational topic</p>
<p>W.3.3 Writes clear, organized and complete narratives</p>	<p>Writes clear, organized and complete narratives that include effective techniques, descriptive details, clear event sequences, and closure</p>	<p>Writes narrative pieces that are clear and organized but missing some descriptive details, linking words and conclusion</p>	<p>Writes narrative pieces that are somewhat developed in which the events are out of order and lacking in descriptive details</p>	<p>Does not yet generate an idea for narrative writing with relative and sequenced events</p>
<p>W.3.1 Writes clear, organized and complete opinion pieces</p>	<p>Writes well-developed opinion pieces including an opinion, reasons that clearly support a point of view and are connected with linking words/phrases, and a conclusion</p>	<p>Writes somewhat developed opinion pieces that include an opinion and supporting reasons that support the point of view</p>	<p>Writes opinion pieces with one supporting reason or additional reasons that do not support the point of view</p>	<p>Does not yet write well-developed opinion pieces with supportive reasons</p>