English Language Arts - Grade 3

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.
Reading and Writing Standards:
https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Three

<table>
<tr><th colspan="2"></th><th>4 - Excelling</th><th>3 - Meeting</th><th>2 - Approaching</th><th>1 - Working Below</th></tr>
<tr>
<td rowspan="3">Speaking and Listening</td>
<td>Speaking</td>
<td>Respectfully participates in conversations, and thoughtfully adds to discussions.

Adapts to speaking situations using appropriate cues and conventions in informal and formal contexts.</td>
<td>Respectfully participates in conversations, listening to understand what is meant.

Generally adapts to speaking situations using appropriate cues and conventions in informal and formal contexts.</td>
<td>Sometimes participates in conversations, may show an understanding of what is meant.

May need support to use appropriate cues and conventions in some contexts.</td>
<td>Rarely participates in discussions and is focussed on own message and ideas.

Requires many reminders to use appropriate cues and conventions in many speaking contexts.</td>
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<tr>
<td>Listening Comprehension</td>
<td>Always understands key ideas and overall message; consistently responds appropriately.

Purposefully focusses on speaker and asks questions to deepen understanding.</td>
<td>Generally understands key ideas and overall message; responds appropriately.

Willingly focusses on speaker and asks questions to extend understanding.</td>
<td>Somewhat understands key ideas and the overall message; and may respond but not always appropriately.

Partially focusses on speaker, may ask questions, but needs prompting to narrow the point.</td>
<td>Unable to understand key ideas and/or misses the overall message; response is limited.

Rarely focusses on speaker.</td>
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<td colspan="4">Evidence: Speaking and Listening Checklist, Student Group Work Self-Assessments, Observation Rubric for Guest Speaker Visit</td>
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English Language Arts - Grade 3

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Reading and Viewing	**Strategies & Behaviours**	Efficiently uses strategies to construct meaning. Acquires new vocabulary and uses textual details when reading.	Automatically uses strategies to construct meaning; may require prompting with unfamiliar texts. Adjusts predictions when reading.	May require prompting, to use strategies to construct meaning from grade-level texts. Uses strategies with text at their independent reading level.	Requires extensive support to use strategies to construct meaning from grade-level texts. Guesses at meaning and rarely checks for understanding unless prompted.
	Comprehension	Consistently understands the literal and implied messages and critically/personally connects to the text. Explanations go beyond the obvious and are supported with textual details and life experience. Responses are frequently thoughtful.	Usually understands the literal and implied messages and critically/personally connects to the text. Explanations using textual details are usually straightforward and logical. Responses are appropriate.	To some extent understands the literal and implied messages, makes simple interpretations, and offers simple and direct explanations about texts. Responses are sometimes limited or obvious. Demonstrates appropriate comprehension when reading texts below grade level.	Has difficulty understanding grade-level texts. Comprehends when reading texts well-below grade level.
	Level of Text Complexity*	Selects and reads texts at a complexity considered on target/ at grade level. Independently chooses to read some texts at a higher level.	Selects and reads texts at a complexity considered on target/ at grade level.	Selects and reads independently below target (not more than one year). Has some difficulty understanding texts at a complexity considered on target/ at grade level.	Selects and reads independently well-below target (more than one year). Has a great deal of difficulty understanding texts at a complexity considered on target/ at grade level.

End-of-grade text complexity for Grade 3 students is described below. Indicators specific to literary and information texts are described in the standards guide.

Knowledge demands: a variety of topics, ranging from familiar to less-known; content that at times introduces cultural or historical perspectives

Themes: familiar themes which introduce more complex issues/feelings (e.g., responsibility, loyalty), usually with a clear message

Sentences: a variety of longer, simple sentences and compound sentences with diversity in the placement of adjectives, adverbs, phrases and subject/verbs and compound sentences; greater use of complex sentences with clauses

Language: some uncommonly used words and phrases, or new meanings for familiar words as well as content-specific words defined in text or illustrations; stronger (more specific) descriptive words (adjectives and adverbs) and a few examples of figurative language (e.g., simile, idiom)

Word complexity: many multi-syllabic words (including words with suffixes and simple prefixes) most of which are in the readers' decoding control and/or can be understood through context

Graphics/Illustrations: chapter books with few illustrations; illustrations/photographs that represent and extend print in nonfiction

Layout: many lines of print on a page, organized in paragraphs; predominantly standard-sized font with varied line-spacing and layout within same text

Evidence: Book Talks, Attitude and Strategy Observations, Reading Conference, Observational Checklist, Reading Record Level

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		4 - Exceeding	3 - Meeting	2 - Approaching	1 - Working Below
Writing and Representing	Strategies and Behaviours	Regularly uses grade-level strategies. Drafts writing with audience in mind. Frequently has a plan for writing and uses writing tools to complete the process. Takes risks when creating which may result in errors.	Generally uses grade-level strategies. Drafts with topic in mind, but topics are often broad. Usually follows a plan for writing, and uses writing tools to complete the process.	Needs support to use grade-level strategies. Needs prompting to include enough details to develop a topic. Occasionally has a plan but needs support to include conventions, to use writing tools and to complete a piece of writing.	Requires a great deal of direction to use grade-level strategies and writing tools. Rarely completes a piece of writing independently.
	Traits	Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces. Finished pieces show attempts to focus and group ideas, and are easy to follow.	Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in multiple pieces. Finished pieces may include some unnecessary information but topics are identifiable and details often grouped.	Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in pieces. Unclear topic, minimal details and/or challenges with organization can impact finished pieces, which are often incomplete or unfocussed.	Demonstrates few aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time. Finished pieces are difficult to follow and do not meet basic requirements. Omissions and errors interfere with meaning.
	Text Forms	Follows directions to organize according to form, with some attention to audience. Frequently includes features introduced in class and from independent reading.	Generally follows directions to organize according to form. Often includes features introduced in class.	With prompting, follows directions to organize according to form. Occasionally includes features introduced in class.	Is unable to complete written forms outlined in the grade-level standard even with extensive instruction and support in class.
		Evidence: Writing Pieces, Process Checklist, Writer's Notebook, Word Work			