

Grade 3 Year Long		4 <i>Meeting curricular outcomes with an enriched understanding</i>	3 <i>Meeting curricular outcomes</i>	2 <i>Approaching curricular outcomes</i>	1 <i>Not yet meeting curricular outcomes</i>
Writing Processes and Craft	Plan, Draft, Revise, Edit & Share	<p>Creates a <b>comprehensive</b> and <b>purposeful</b> plan utilizing the tool <b>most appropriate</b>, such as graphic organizers, sketching, brainstorming, considering the audience etc. to generate ideas for writing.</p> <p><b>Clearly</b> organizes content in a logical sequence that focuses the number of ideas and limits repetition.</p> <p><b>Skillfully</b> adds or removes content to enhance writing clarity, accuracy, or appeal.</p> <p><b>Consistently</b> corrects writing for spelling, punctuation, and grammar.</p> <p><b>Confidently</b> shares work with others and considers feedback to make further improvements.</p>	<p>Creates a <b>thorough</b> and <b>focused</b> plan <b>utilizing tools</b> such as graphic organizers, sketching, brainstorming, considering the audience etc. to generate ideas for writing.</p> <p><b>Sufficiently</b> organizes content in a logical sequence that focuses the number of ideas and limits repetition.</p> <p><b>Thoughtfully</b> adds or removes content to enhance writing clarity, accuracy, or appeal.</p> <p><b>Frequently</b> corrects writing for spelling, punctuation, and grammar.</p> <p><b>Shares</b> work with others and considers feedback to make further improvements.</p>	<p>Creates a <b>partial</b> and <b>simplistic</b> plan that <b>underutilizes</b> tools such as graphic organizers, sketching, brainstorming, considering the audience etc. to generate ideas for writing.</p> <p><b>Partially</b> organizes content in a logical sequence that focuses the number of ideas and limits repetition.</p> <p><b>Inconsistently</b> adds or removes content to enhance writing clarity, accuracy, or appeal.</p> <p><b>Some</b> corrections made to writing for spelling, punctuation, and grammar.</p> <p><b>Hesitantly</b> shares work with others and considers feedback to make further improvements.</p>	<p>Creates an <b>undeveloped</b> and/or <b>confusing</b> plan that <b>does not</b> utilize tools such as graphic organizers, sketching, brainstorming, considering the audience etc. to generate ideas for writing.</p> <p>Content is often <b>disorganized</b> without a logical sequence and lacks focus.</p> <p><b>Does not</b> revise to enhance writing clarity, accuracy, or appeal.</p> <p><b>Little or no</b> corrections made to writing for spelling, punctuation, and grammar.</p> <p><b>Reluctantly</b> shares work with others and considers feedback to make further improvements.</p>
	Organization and Structure	<p>Writes <b>5 or more</b> sentences that add detail or description to ideas or information, that can be combined to construct a paragraph.</p> <p><b>Consistently</b> incorporates varying sentence beginnings to add interest to writing.</p> <p>Writing sounds <b>fluent</b> when read aloud with <b>rare</b> repetition or run-on sentences.</p>	<p>Writes <b>3-5</b> sentences that add detail or description to ideas or information, that can be combined to construct a paragraph.</p> <p><b>Frequently</b> incorporates varying sentence beginnings to add interest to writing.</p> <p>Writing sounds <b>fluent</b> when read aloud with <b>minimal</b> repetition and run-on sentences.</p>	<p>Writes <b>less than 3</b> sentences that add detail or description to ideas or information, that can be combined to construct a paragraph.</p> <p><b>Some</b> varying sentence beginnings to add interest to writing.</p> <p>Writing sounds <b>choppy</b> when read aloud with <b>some</b> repetition and run-on sentences.</p>	<p><b>Cannot yet write</b> sentences that add detail or description to ideas or information, that can be combined to construct a paragraph.</p> <p>Incorporates <b>little to no</b> variation in sentence beginnings to add interest to writing.</p> <p>Writing sounds <b>choppy</b> when read aloud due to repetition and run-on sentences.</p>
Creative Expression	Audience	<p>Incorporate <b>most</b> of the following to capture the audience’s attention such as:</p> <ul style="list-style-type: none"> <li>expressing personal thoughts and feelings</li> <li>using voice and style</li> <li>interesting word choice</li> <li>creative beginnings</li> <li>thoughtful conclusions</li> </ul>	<p>Writers incorporate <b>many</b> of the following to capture the audience’s attention such as:</p> <ul style="list-style-type: none"> <li>expressing personal thoughts and feelings</li> <li>using voice and style</li> <li>interesting word choice</li> <li>creative beginnings</li> <li>thoughtful conclusions</li> </ul>	<p>Writers incorporate <b>some</b> of the following to capture the audience’s attention such as:</p> <ul style="list-style-type: none"> <li>expressing personal thoughts and feelings</li> <li>using voice and style</li> <li>interesting word choice</li> <li>creative beginnings</li> <li>thoughtful conclusions</li> </ul>	<p>Writers <b>rarely</b> incorporate the following to capture the audience’s attention such as:</p> <ul style="list-style-type: none"> <li>expressing personal thoughts and feelings</li> <li>using voice and style</li> <li>interesting word choice</li> <li>creative beginnings</li> <li>thoughtful conclusions</li> </ul>
	Details	<p>Maintain audience engagement through the use of <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>carefully selected words</li> <li>sensory details</li> <li>dialogue to add variety</li> <li>synonyms and antonyms</li> <li>punctuation to generate effects</li> <li>creative beginnings</li> <li>thoughtful conclusions to tie up events</li> </ul>	<p>Maintain audience engagement through the use of <b>many</b> of the following:</p> <ul style="list-style-type: none"> <li>carefully selected words</li> <li>sensory details</li> <li>dialogue to add variety</li> <li>synonyms and antonyms</li> <li>punctuation to generate effects</li> <li>creative beginnings</li> <li>thoughtful conclusions to tie up events</li> </ul>	<p>Maintain audience engagement through the use of using <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>carefully selected words</li> <li>sensory details</li> <li>dialogue to add variety</li> <li>synonyms and antonyms</li> <li>punctuation to generate effects</li> <li>creative beginnings</li> <li>thoughtful conclusions to tie up events</li> </ul>	<p>Maintain audience engagement through the use of <b>little to none</b> of the following:</p> <ul style="list-style-type: none"> <li>carefully selected words</li> <li>sensory details</li> <li>dialogue to add variety</li> <li>synonyms and antonyms</li> <li>punctuation to generate effects</li> <li>creative beginnings</li> <li>thoughtful conclusions to tie up events</li> </ul>

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<b>Research Processes</b>		Use a <b>wide</b> variety of sources to create written text.  <b>Consistently</b> cites sources of information.  <b>Clearly</b> organizes and presents information in a logical sequence.	Use a <b>variety</b> of sources to create written text.  <b>Frequently</b> cites sources of information.  <b>Sufficiently</b> organizes and presents information in a logical sequence.	<b>Beginning to use</b> variety of sources to create written text.  <b>Sometimes</b> cites sources of information.  <b>Partially</b> organizes and presents information in a logical sequence.	<b>Does not use</b> sources to create written text.  <b>Does not</b> cite sources of information.  <b>Does not</b> organize content that follows a logical sequence and/or lacks focus.
<b>Methods and Tools for Writing</b>		Writers <b>consistently</b> demonstrate fluency with either: <ul style="list-style-type: none"> <li>printing</li> <li>cursive handwriting with appropriate letter formation, size, proportion, and slant</li> <li>basic keyboarding using finger reaches, keystroking and key recognition.</li> </ul>	Writers <b>frequently</b> demonstrate fluency with either: <ul style="list-style-type: none"> <li>printing</li> <li>cursive handwriting with appropriate letter formation, size, proportion, and slant</li> <li>basic keyboarding often using finger reaches, keystroking and key recognition.</li> </ul>	Writers <b>sometimes</b> demonstrate fluency with either: <ul style="list-style-type: none"> <li>printing</li> <li>cursive handwriting with appropriate letter formation, size, proportion, and slant</li> <li>basic keyboarding rarely using finger reaches, keystroking and key recognition.</li> </ul>	Writer <b>does not</b> demonstrate fluency with either: <ul style="list-style-type: none"> <li>printing</li> <li>cursive handwriting</li> <li>basic keyboarding</li> </ul>
<b>Conventions</b>	Capitalization	<b>Consistently</b> uses capitalization for headings.	<b>Frequently</b> uses capitalization for headings.	<b>Sometimes</b> uses capitalization for headings.	<b>Never</b> uses capitalization for headings.
	Punctuation	<b>Consistently</b> use correct punctuation, as appropriate to the writing, which should include: <ul style="list-style-type: none"> <li>commas</li> <li>quotation marks</li> <li>apostrophes in contractions and possessives</li> <li>a variety of punctuation at the end of sentences</li> </ul>	<b>Frequently</b> use correct punctuation, as appropriate to the writing, which should include: <ul style="list-style-type: none"> <li>commas</li> <li>quotation marks</li> <li>apostrophes in contractions and possessives</li> <li>a variety of punctuation at the end of sentences</li> </ul>	<b>Sometimes</b> use correct punctuation, as appropriate to the writing, which should include: <ul style="list-style-type: none"> <li>commas</li> <li>quotation marks</li> <li>apostrophes in contractions and possessives</li> <li>a variety of punctuation at the end of sentences</li> </ul>	<b>Rarely or never</b> include correct punctuation which should include: <ul style="list-style-type: none"> <li>commas</li> <li>quotation marks</li> <li>apostrophes in contractions and possessives</li> <li>a variety of punctuation at the end of sentences</li> </ul>
	Grammar	<b>Consistently and correctly</b> use grammar to provide consistent structure for the building of sentences including: <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Possessives</li> <li>Preposition</li> <li>Subjects -predicate agreement</li> </ul>	<b>Frequently</b> uses grammar to provide consistent structure for the building of sentences including: <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Possessives</li> <li>Preposition</li> <li>Subject-predicate agreement</li> </ul>	<b>Sometimes</b> uses grammar to provide consistent structure for the building of sentences including: <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Possessives</li> <li>Preposition</li> <li>Subject-predicate agreement</li> </ul>	<b>Does not</b> use grammar to provide consistent structure for the building of sentences including: <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Possessives</li> <li>Preposition</li> <li>Subject-predicate agreement</li> </ul>
<b>Spelling</b>	Word Patterns and Parts	<b>Consistently</b> spell unfamiliar words through application of knowledge of: <ul style="list-style-type: none"> <li>known words</li> <li>word parts</li> <li>word patterns</li> </ul>	<b>Frequently</b> spell unfamiliar words through application of knowledge of: <ul style="list-style-type: none"> <li>known words</li> <li>word parts</li> <li>word patterns</li> </ul>	<b>Sometimes</b> spell unfamiliar words through application of knowledge of: <ul style="list-style-type: none"> <li>known words</li> <li>word parts</li> <li>word patterns</li> </ul>	<b>Does not</b> spell unfamiliar words through application of knowledge of: <ul style="list-style-type: none"> <li>known words</li> <li>word parts</li> <li>word patterns</li> </ul>
	Spell in Daily Writing	<b>Consistently</b> include the following in daily writing: <ul style="list-style-type: none"> <li>plural nouns</li> <li>abbreviations</li> <li>contractions</li> <li>inflectional endings</li> <li>compound words</li> <li>possessives</li> <li>complex plural words</li> </ul>	<b>Frequently</b> include the following in daily writing: <ul style="list-style-type: none"> <li>plural nouns</li> <li>abbreviations</li> <li>contractions</li> <li>inflectional endings</li> <li>compound words</li> <li>possessives</li> <li>complex plural words</li> </ul>	<b>Sometimes</b> include the following in daily writing: <ul style="list-style-type: none"> <li>plural nouns</li> <li>abbreviations</li> <li>contractions</li> <li>inflectional endings</li> <li>compound words</li> <li>possessives</li> <li>complex plural words</li> </ul>	<b>Does not</b> include the following in daily writing: <ul style="list-style-type: none"> <li>plural nouns</li> <li>abbreviations</li> <li>contractions</li> <li>inflectional endings</li> <li>compound words</li> <li>possessives</li> <li>complex plural words</li> </ul>

	<p>Use Spelling Strategies and Tools</p>	<p><b>Consistently</b> use the following spelling strategies and tools:</p> <ul style="list-style-type: none"> <li>• articulating</li> <li>• visualizing</li> <li>• prior knowledge</li> <li>• trial and error</li> <li>• resources - digital/non-digital</li> </ul>	<p><b>Frequently</b> use the following spelling strategies and tools:</p> <ul style="list-style-type: none"> <li>• articulating</li> <li>• visualizing</li> <li>• prior knowledge</li> <li>• trial and error</li> <li>• resources - digital/non-digital</li> </ul>	<p><b>Sometimes</b> use the following spelling strategies and tools:</p> <ul style="list-style-type: none"> <li>• articulating</li> <li>• visualizing</li> <li>• prior knowledge</li> <li>• trial and error</li> <li>• resources - digital/non-digital</li> </ul>	<p><b>Does not</b> use the following spelling strategies and tools:</p> <ul style="list-style-type: none"> <li>• articulating</li> <li>• visualizing</li> <li>• prior knowledge</li> <li>• trial and error</li> <li>• resources - digital/non-digital</li> </ul>
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