



English Language Arts Grade 3 Compose and Create					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CC3.2 Represent I can create easy-to-follow representations that have a clear purpose.	Message (I prepare thought and clear compositions and presentations.)	<ul style="list-style-type: none"> I need help to visually represent what I understand about a topic. I need help to connect my ideas, organize my work, and include appropriate details. 	<ul style="list-style-type: none"> I use basic words, symbols, and forms to tell what I understand about a topic. Some of my ideas are clear, but I need prompting to organize and focus my work. 	<ul style="list-style-type: none"> I use words, symbols, and other forms to clearly tell what I understand about a topic. My ideas are organized, focused, and presented in an easy-to-follow way. 	<ul style="list-style-type: none"> I use words, symbols, and other forms to make original visual texts to share what I understand about a topic. My ideas are richly developed with details and examples.
	Strategies (I can use before, during, and after strategies with practice and help from my teacher.)	<ul style="list-style-type: none"> I need help to choose before, during and after strategies to create any visual texts. 	<ul style="list-style-type: none"> I can use some before, during and after strategies to create simple visual texts. 	<ul style="list-style-type: none"> I use a range of before, during, and after strategies to create a variety of visual texts. 	<ul style="list-style-type: none"> I select my own before, during and after strategies to create original visual texts.
	Cues (I can control the elements of communication.) AND Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I need help to make my language and presentation clear and appropriate. I need help to focus my ideas and stay on topic. 	<ul style="list-style-type: none"> My language for presentation is acceptable. I may need prompting for appropriateness. I need prompting to clarify my ideas and details. 	<ul style="list-style-type: none"> My language for presentation is clear and appropriate. My details and word choices are specific and make my ideas clear. 	<ul style="list-style-type: none"> My language for presentation is consciously well-chosen, and my presentation captivates the audience. My details and word choices show style and efficiency.



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Comments					
CC3.3 Speak I can present ideas in everyday situations and in sometimes in front of a group.	Message (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> I can choose a topic, but my presentations do not stick to the topic or make sense. I know I have an audience, but I do not understand the importance of my audience when I present. My ideas and message are not clear or lack support. My presentations have a very limited structure or development. 	<ul style="list-style-type: none"> I can make simple presentations that have some focus on the main idea. My understanding of audience is basic or uneven, and I don't know how to connect with it. Some of my ideas are clear and supporting ideas are okay for my message. My presentations have some structure but are unclear and lacking organization. 	<ul style="list-style-type: none"> My presentations are clear, straightforward, and focused on a main idea. I show a beginning awareness of my audience, and I try to connect with it. Most of my ideas are clear and the details support my message. My presentations follow a sequence and include a beginning, middle, and end. 	<ul style="list-style-type: none"> My presentations are clear and logical. The ideas are original and insightful. I am clearly aware of my audience, and I succeed in connecting with it. All of my ideas and supporting details are relevant and appropriate for the message. My presentations show thoughtful organization and are richly developed with details and examples.



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	Strategies (I can use before, during, and after strategies with practice and help from my teacher.)	<ul style="list-style-type: none"> I can only use some of the before, during and after strategies with help. I need prompting to participate in a conversation with others or I refuse to talk. I need help to retell basic details in a narrative. I rarely pay attention to the diction, pitch, tempo and tone of my voice when I present. 	<ul style="list-style-type: none"> I can use simple before, during and after strategies. I can give simple answers and comments when talking with others. I can retell some of the simple details in a narrative. With guidance, I can plan and present considering: diction, pitch, tempo, and tone. 	<ul style="list-style-type: none"> I can use meaningful before, during and after strategies that have been taught in class. I can talk about and extend my thinking when talking with other people. I can retell a narrative story. I can plan and present with attention to diction, pitch, tempo, and tone. 	<ul style="list-style-type: none"> I control my own use of before, during and after strategies in meaningful ways. I can engage in talk with others and extend the conversation on my own. I can retell a narrative using rich details and examples. I consider and attend to diction, pitch, tempo, and tone on my own with effective results.
	Cues (I can control the elements of communication.) AND	<ul style="list-style-type: none"> I read orally with difficulty. 	<ul style="list-style-type: none"> I may use some fluency, expression, and pacing when I read, but it is inconsistent. 	<ul style="list-style-type: none"> I read different types of text with fluency, expression (tone), and appropriate pace. 	<ul style="list-style-type: none"> I consistently use tone and voice to maintain interest any time that I read.



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	Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I can speak in sentences that are simple, often incomplete, or run-on. My words are often immature, over-used or incorrect and do not fit the presentation. 	<ul style="list-style-type: none"> I use simple sentence structures and patterns. My sentences are all very similar. My words and expressions sometimes do not fit the presentation. 	<ul style="list-style-type: none"> I use some variety in my sentence structures and length. Most of the words and expressions I use fit the presentation. 	<ul style="list-style-type: none"> I can use a variety of sentence structures for effect. My language is consciously well-chosen, well-used and appropriate for the audience.
Comments					
CC3.4 Write I can communicate my ideas and experiences in clear, easy-to-	Strategies (I can use before, during, and after strategies with practice and help from my teacher.) The writing process	<ul style="list-style-type: none"> I can work through the stages of the writing process with the help of the teacher. I can use only some of the before, during and/or after strategies with help. 	<ul style="list-style-type: none"> I can work through some stages of the writing process and am working on others. I use some simple before, during, and/or after strategies. 	<ul style="list-style-type: none"> I can work through most of the stages of the writing process. I can use meaningful before, during and after strategies that have been taught in class. 	<ul style="list-style-type: none"> I can work through all the stages of the writing process and demonstrate stamina on my own. I control my own use of before, during and after strategies in meaningful ways according to my purpose for writing.



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follow writing: <ul style="list-style-type: none"> a short report; a procedure; a letter; a story; a script; a poem. I have a purpose, interesting detail, and correct paragraph structure.		<ul style="list-style-type: none"> I only revise with help. I only share with lots of encouragement. 	<ul style="list-style-type: none"> I do some basic revisions that have been suggested. I share with prompting. 	<ul style="list-style-type: none"> I can extend, rework, and polish ideas for an audience outside of my classroom. I share my final product with an audience. 	<ul style="list-style-type: none"> I revise and polish my compositions and presentations confidently and independently for any audience. I confidently and enthusiastically share my final product with any audience.
	Pre-writing	<ul style="list-style-type: none"> My pre-writing is insufficient. My pre-writing is not organized. There is no connection between my draft and the pre-writing. The draft shows little evidence of a beginning, a middle, OR an end. 	<ul style="list-style-type: none"> My pre-writing sketches the ideas of the text. The pre-writing shows some organization. My draft is somewhat connected to the pre-writing. My draft shows some evidence of a beginning, middle, OR an end. 	<ul style="list-style-type: none"> The pre-writing is complete. The pre-writing is organized. There is a connection between the draft and the pre-writing. The draft shows evidence of a beginning, a middle AND an end. 	<ul style="list-style-type: none"> The pre-writing is extensive. The pre-writing is clearly organized. The draft has a strong connection to the pre-writing. The introduction, body and conclusion of the text are clearly evident.



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	Revision	<ul style="list-style-type: none"> I do not make any meaningful changes to the content or structure of my draft. I make one or two language corrections, with help. 	<ul style="list-style-type: none"> I make a few meaningful changes to the content or structure of my text. I make quite a few language corrections. 	<ul style="list-style-type: none"> I make several meaningful changes to the content or structure of my text. I correct my text systematically. 	<ul style="list-style-type: none"> I make many meaningful changes to the content or structure of my text. I correct my text thoroughly.
	Message (I prepare thoughtful and clear compositions and presentations.) Ideas	<ul style="list-style-type: none"> I can write about familiar things. I write with very limited detail. I may have an idea for a story, but I have difficulty including organizing and including characters, setting, problem, and solution. 	<ul style="list-style-type: none"> I can write simple descriptions of familiar objects, events and experiences. I write with limited details. I can write simple stories. I am working on developing characters, setting, problem and solution. 	<ul style="list-style-type: none"> I can write clear descriptions of familiar objects, events and experiences. I include enough details to give the reader a clear picture. I can write narratives that include characters, setting, problem, and solution. 	<ul style="list-style-type: none"> I can write original descriptions of familiar objects, events, and experiences. My ideas are richly developed with details and examples that can be out of the ordinary. My narrative writing includes characters, setting, problem, and solution that are richly developed with details and examples.



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		<ul style="list-style-type: none"> I have a hard time thinking up characters. I write with very few details, details that are inappropriate, or details that are random. I only use creative devices with help. My pictures are fuzzy, and I'm not sure why I'm using them. 	<ul style="list-style-type: none"> My characters are simple and need more details. I write simple descriptions that could include more sensory details. I use some simple humor/suspense in my writing. Some of the pictures I use tell about the big idea. 	<ul style="list-style-type: none"> I can think about and invent new characters. I can write descriptions that use concrete sensory details. I am beginning to use excitement, humour, suspense, and/or other creative devices. Any pictures I use help the reader to understand the big idea. 	<ul style="list-style-type: none"> My characters are original, clear, and well-developed. My descriptions use precise word choices including vivid verbs and descriptive words. I purposefully include excitement, humour, suspense, and/or other creative devices. Any pictures I use add more information about the big idea.
	Organization	<ul style="list-style-type: none"> I still need order in my writing. I am learning to use signs to tell the reader the order. I have tried to begin. 	<ul style="list-style-type: none"> There is an order in my writing. I use the signs "and", "but", and "then" to tell the order. There is a beginning. 	<ul style="list-style-type: none"> The order is clear. I use a few different signs to tell the order. There is a longer beginning. 	<ul style="list-style-type: none"> The order makes the big idea stand out. The signs that tell the order work very well. The beginning pulls the reader into the



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		<ul style="list-style-type: none"> There is no middle and no ending. 	<ul style="list-style-type: none"> There is a bit of a middle. There is an ending. 	<ul style="list-style-type: none"> There is a middle. There is a concluding sentence. 	<p>text.</p> <ul style="list-style-type: none"> There is a well-developed middle. The conclusion has several sentences.
	Voice	<ul style="list-style-type: none"> There are few feelings in my text. Pictures can sometimes show feelings. I wonder why I am writing. The reader wonders what my feelings and opinions are. 	<ul style="list-style-type: none"> There is some feeling in the words and punctuation. Pictures show feelings. I know there is an audience. The reader has a peak at my feelings and opinions. 	<ul style="list-style-type: none"> Feelings like sadness, joy, or surprise come out. Pictures can make the feelings clear. I try to involve the audience. The reader can tell what my feelings and opinions are. 	<ul style="list-style-type: none"> Feelings are very strong. Pictures add feelings and tell about me as an author. I hook the audience. My text has energy, and my feelings and opinions shine through.
	Cues (I can control the elements of communication.) Word Choice	<ul style="list-style-type: none"> There are few words. I use the words I see around me. 	<ul style="list-style-type: none"> I use words and groups of words I know. I repeat the words and groups of words I know. 	<ul style="list-style-type: none"> I create some interest with the words I choose. I use some new words. 	<ul style="list-style-type: none"> My language is consciously well chosen and well used. I use new words that are exact.



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	Sentence Fluency	<ul style="list-style-type: none"> With help, I can organize my thinking into short, simple and complete sentences. My sentences are always the same. The sound of the words is not important. 	<ul style="list-style-type: none"> I use common and simple sentence structures. Sometimes, I vary the length or the structure of the sentence. The sentences sound bumpy. 	<ul style="list-style-type: none"> Sometimes, I use compound or complex sentences. I use some variety in my sentence structures and length. The sentences are easy to read aloud. 	<ul style="list-style-type: none"> My sentence structure is varied and polished. The sentences are different lengths. The sentences flow.
	Conventions	<ul style="list-style-type: none"> I can write simple sentences, but I cannot organize them into a paragraph. I have many errors in my spelling, punctuation, and capitalization. 	<ul style="list-style-type: none"> I can write simple paragraphs. I have noticeable errors in my spelling, punctuation, and capitalization. 	<ul style="list-style-type: none"> I can write using correct paragraph structure. My spelling, punctuation, and capitalization are mostly correct. 	<ul style="list-style-type: none"> My paragraphs are organized to move the reader through the text. My writing demonstrates accepted standards of spelling, punctuation, and capitalization, and I use some exceptions to standard usage for effect.



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		<ul style="list-style-type: none">I do not use cursive writing and I am working on printing.	<ul style="list-style-type: none">I usually choose to print instead of write cursively.	<ul style="list-style-type: none">I may use cursive writing, with some support.	<ul style="list-style-type: none">I use cursive writing confidently.
Comments					