

| English Language Arts Grade 3 Compose and Create | | | | |
|--|---|--|--|---|
| Outcome | 1 – Beginning The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching The student is developing an understanding of the concept. | 3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| CC 3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., Spreading My Wings), community (e.g., Helping Others), social responsibility (e.g., Communities Around the World) and make connections across areas of study. | I create spoken, written, OR other representations that express ideas, with few relevant details. | I create spoken, written, OR other representations that express a main idea with some relevant details. | I create spoken, written, AND other representations that express a clear and straightforward message, supported with relevant details. | I create spoken, written, and other representations that express a thoughtful message, supported with relevant details, facts, and evidence. |
| | My ideas need to be organized and in an order the reader can follow. | Some of my ideas are organized but not logically sequenced. | My ideas are well-organized and logically sequenced. | My ideas are well-organized, thoughtfully connected and logically sequenced. |
| | I create incomplete spoken, written, and other representations that are disconnected to areas of study. | I create simple spoken, written, and other representations that sometimes connect to areas of study. | I create spoken, written, and other representations that connect across areas of study. | I create clear and thoughtful spoken, written, and other representations that skilfully connect across areas of study. |
| Comments: | | | | |

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| CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose. | I communicate unrelated aspects of a topic, problem, question, or issue in limited forms. | I communicate general information on a topic, problem, question, or issue in limited forms . | I communicate clear ideas and relevant information about a topic, problem, question, or issue using many forms . | I communicate thoughtful ideas and in-depth information about a topic, problem, question, or issue using a variety of forms . |
| | I create incomplete OR hard-to-follow representations. | I create complete OR easy-to-follow representations. | I create complete AND easy-to-follow representations. | I create organized and supported representations. |
| | I create simple representations that have an unclear purpose OR message. | I create simple representations that have a purpose OR message. | I create representations with a clear purpose and message . | I create representations with a targeted purpose and a powerful message . |
| | I attempt to select a familiar form to match my purpose OR convey my ideas to my intended audience. | I select a familiar form to match my purpose OR convey my ideas to my intended audience. | I select an appropriate form to match my purpose AND convey my ideas to my intended audience. | I select a strong form to enhance my purpose and impact my intended audience. |
| | I use a before, during OR after strategy to communicate my ideas through a representation. | I use some before, during OR after strategies to communicate my ideas through a representation. | I select and use before, during, AND after strategies to communicate my ideas through a representation. | I select AND explain a variety of before, during AND after strategies to communicate my ideas through a representation. |
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| CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes. | I present ideas or information that lack organization OR supporting details . | I present ideas or information with some organization AND a few supporting details . | I present my ideas or information in an organized manner with supporting details . | I present my ideas or information in a purposefully organized manner with strong supporting details |
| | I speak in a manner that is not appropriate to my purpose and audience in formal OR informal situations . | I sometimes speak in a manner that is appropriate to my purpose and audience in formal OR informal situations . | I speak in a manner that is appropriate to my purpose and audience in formal AND informal situations . | I purposefully speak in a manner that is targeted to my purpose and audience in any situation . |
| | I attempt to use before, during OR after strategies while speaking. | I use some before, during OR after strategies while speaking. | I select a variety of before, during, AND after strategies while speaking. | I select AND explain a variety of before, during AND after strategies while speaking. |

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| CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail. | I write limited unclear compositions to communicate ideas, information or experiences in the following forms (short report, procedure, letter, story, short script, poem). | I write general basic compositions to communicate ideas, information or experiences in the following forms (short report, procedure, letter, story, short script, poem). | I write clear straightforward multi paragraph compositions to communicate ideas, information or experiences in the following forms (short report, procedure, letter, story, short script, poem). | I write clear thoughtful multi paragraph compositions to communicate ideas, information or experiences in the following forms (short report, procedure, letter, story, short script, poem). |
| | I need to organize my ideas into a paragraph. | I use a simple paragraph structure with limited supporting details. | I write using correct paragraph structure , including a topic sentence, and supporting details. | I write using correct paragraph structure including a relevant topic sentence with clear and organized supporting details. |

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| CC3.4 continued... | My ideas are unconnected . | I use simple and repetitive connecting words to link ideas within the paragraph(s). | I use connecting words and phrases to link ideas within the paragraph(s). | I purposefully select connecting words and phrases to link and to organize my ideas within the paragraph. |
| | I use limited and repetitive vocabulary. | I use simplistic and general vocabulary. | I use descriptive words to enhance the message. | I use specific descriptive words that add variety and interest to enhance the message. |
| | My sentences are incomplete . | I write mostly complete sentences . | I write complete sentences | I write complete sentences including a variety of length and type to suit the purpose . |
| | Punctuation and capitalization is often incorrect . | Punctuation and capitalization is partially correct . | I use correct punctuation AND capitalization. | Punctuation and capitalization is accurate and purposeful . |
| | Spelling of grade appropriate words is often incorrect . | Spelling of grade appropriate words is partially correct . | I spell grade appropriate words correctly . | I consistently and independently spell grade appropriate words correctly. |
| | I attempt to use a before, during OR after writing strategies. | I use some before, during OR after writing strategies while working through the stages of the writing process. | I consistently work through the stages of the writing process (pre-write, draft, revise, share) using before, during, AND after strategies. | I purposefully and insightfully work through the stages of the writing process (pre-write, draft, revise, share) using before, during, AND after strategies. |

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