

**W1.1 The student writes complete sentences with a subject and predicate, writes a paragraph with a topic sentence and supporting details, and writes short stories or compositions with a beginning, middle, and end.**

**1.1.1 (3<sup>rd</sup> Grade)** Writing about a topic by writing complete sentences with a subject and a predicate

***Option #1***

**Directions:** Using a picture prompt (from either a book being read by the class or another that is teacher-chosen), write one good sentence describing it.

***Option #2***

**Directions:** Fill in the blanks with words that complete the sentence:

1. Teddy \_\_\_\_\_ his bike.
2. The little \_\_\_\_\_ went to school.

***Option #3***

**Directions:** Fill in the circle next to the complete sentence.

- Ran through the house and into the street.
- Went hunting on Saturday.
- My first king salmon.
- I love to watch the sunrise in the morning.

**W1.1 The student writes complete sentences with a subject and predicate, writes a paragraph with a topic sentence and supporting details, and writes short stories or compositions with a beginning, middle, and end.**

**1.1.1 (3<sup>rd</sup> Grade)** Writing about a topic by writing complete sentences with a subject and a predicate

***Option #1***

**Directions:** Using a picture prompt (from either a book being read by the class or another that is teacher-chosen), write one good sentence describing it.

**Proficient Response:** Mastery is indicated by a sentence that has both subject and predicate.

***Option #2***

**Directions:** Fill in the blanks with words that complete the sentence:

1. Teddy \_\_\_\_\_ his bike.
2. The little \_\_\_\_\_ went to school.

**Proficient Response:**

1. The sentence requires a predicate. Sample correct answers could be (but are not limited to):

- Teddy rode his bike.
- Teddy liked his bike.
- Teddy found his bike.
- Teddy hates his bike.
- Etc.

2. The sentence requires a subject. Sample correct answers could be (but are not limited to):

- The little boy went to school.
- The little girl went to school.
- The little dog went to school.
- Etc.

***Option #3***

**Directions:** Fill in the circle next to the complete sentence.

- Ran through the house and into the street.
- Went hunting on Saturday.
- My first king salmon.
- I love to watch the sunrise in the morning.

**Proficient Response:** Fourth choice is correct answer.

- Ran through the house and into the street.
- Went hunting on Saturday.
- My first king salmon.
- **I love to watch the sunrise in the morning.**

**W1.1 The student writes complete sentences with a subject and predicate, writes a paragraph with a topic sentence and supporting details, and writes short stories or compositions with a beginning, middle, and end.**

**1.1.2 (3<sup>rd</sup> Grade)** Writing about a topic by writing a paragraph on a single topic with two or more supporting details.

***Option #1***

**Directions:** Using a picture prompt (from either a book being read by the class or another book that is teacher chosen) write a one-paragraph description of the picture. Include at least two supporting details.

***Option #2***

**Directions:** Choose the best topic sentence for the following paragraph and fill in the circle next to your answer below the paragraph. Underline *two* details in each paragraph that support the topic.

Its hairy coat and large size keep the bumblebee warm. When the temperature is too cold for other insects to fly, bumblebees can shiver their flying muscles to warm themselves. Then they can collect nectar and pollinate the flowers on the Alaskan tundra.

**Best Topic Sentence:**

- Alaska is cold.
- Bees make honey.
- Not just any bee can survive Alaska's long cold winters and short cool summers, but the bumblebee can.
- Bumblebees pollinate many plants around the world.

**W1.1 The student writes complete sentences with a subject and predicate, writes a paragraph with a topic sentence and supporting details, and writes short stories or compositions with a beginning, middle, and end.**

**1.1.2 (3<sup>rd</sup> Grade)** Writing about a topic by writing a paragraph on a single topic with two or more supporting details.

***Option #1***

**Directions:** Using a picture prompt (from either a book being read by the class or another book that is teacher chosen) write a one-paragraph description of the picture. Include at least two supporting details.

**Proficient Response:** A score of “proficient” or “advanced” on Grade 3 Scoring Guide/Rubric for Organization

**3<sup>rd</sup> Grade Scoring Guide/Rubric for Organization**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details, and a conclusion sentence.</li> <li>• Writing includes logical organization.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a topic sentence and at least two supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences are complete with a subject and predicate.</li> <li>• No paragraphing attempted.</li> <li>• No supporting details are evident.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> </ul>

***Option #2***

**Directions:** Choose the best topic sentence for the following paragraph and fill in the circle next to your answer below the paragraph. Underline *two* details in each paragraph that support the topic.

Its hairy coat and large size keep the bumblebee warm. When the temperature is too cold for other insects to fly, bumblebees can shiver their flying muscles to warm themselves. Then they can collect nectar and pollinate the flowers on the Alaskan tundra.

**Best Topic Sentence:**

- Alaska is cold.
- Bees make honey.
- Not just any bee can survive Alaska's long cold winters and short cool summers, but the bumblebee can.
- Bumblebees pollinate many plants around the world.

**Proficient Response:** Its hairy coat and large size keep the bumblebee warm. When the temperature is too cold for other insects to fly, bumblebees can shiver their flying muscles to warm themselves. Then they can collect nectar and pollinate the flowers on the Alaskan tundra.

- Alaska is cold.
- Bees make honey.
- Not just any bee can survive Alaska's long cold winters and short cool summers, but the bumblebee can.**
- Bumblebees pollinate many plants around the world.

**W1.1 The student writes complete sentences with a subject and predicate, writes a paragraph with a topic sentence and supporting details, and writes short stories or compositions with a beginning, middle, and end.**

**1.1.3 (3<sup>rd</sup> Grade)** Writing about a topic by writing a story or composition with a beginning, middle, and end. (Locally Assessed)

**Directions:** Stories tend to come out differently when people tell how they remember things. What if the wolf told the story of “The Three Little Pigs” or the witch told the story of “Hansel and Gretel”? Pick a well-known story that lots of people have read or heard. Retell it as if you were a character in the story. Use your imagination to get inside your character’s skin.

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**Directions:** Stories tend to come out differently when people tell how they remember things. What if the wolf told the story of “The Three Little Pigs” or the witch told the story of “Hansel and Gretel”? Pick a well-known story that lots of people have read or heard. Retell it as if you were a character in the story. Use your imagination to get inside your character’s skin.

**Proficient Response:** A score of “proficient” or “advanced” on the Third Grade Scoring Guide/Rubric for Organization.

### 3<sup>rd</sup> Grade Scoring Guide/Rubric for Organization

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details and a conclusion sentence.</li> <li>• Writing includes a beginning, middle and end with logical organization.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a beginning, middle and end with at least two supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences are complete with a subject and predicate.</li> <li>• No paragraphing attempted.</li> <li>• Writing does not have a beginning, middle, and end.</li> <li>• No supporting details are evident.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> </ul>

**W1.2 Write for a specific audience, including self, other children, parents, and other adults.**

**1.2.1 (3<sup>rd</sup> Grade)** Writing for a variety of purposes and audiences by choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems). (Locally Assessed)

**Directions:** You would like a longer recess. Which of the following would be best to write to your principal to get a longer recess? Place a checkmark by your answer.

- Letter
- Poem
- Story
- Picture

**W1.2 Write for a specific audience, including self, other children, parents, and other adults.**

**1.2.1 (3<sup>rd</sup> Grade)** Writing for a variety of purposes and audiences by choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems). (Locally Assessed)

**Directions:** You would like a longer recess. Which of the following would be best to write to your principal to get a longer recess? Place a checkmark by your answer.

- Letter
- Poem
- Story
- Picture

**Proficient Response:** The correct choice is “letter.”

- Letter**
- Poem
- Story
- Picture

**W1.2 Write for a specific audience, including self, other children, parents, and other adults.**

**1.2.2 (3<sup>rd</sup> Grade)** Writing for a variety of purposes and audiences by using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (Locally Assessed)

**Directions:** Write a sentence or two about the following picture. Use descriptive, colorful, and emotional words to explain the scene.



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**W1.2 Write for a specific audience, including self, other children, parents, and other adults.**

**1.2.2 (3<sup>rd</sup> Grade)** Writing for a variety of purposes and audiences by using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) (Locally Assessed)

**Directions:** Write a sentence or two about the following picture. Use descriptive, colorful, and emotional words to explain the scene.



**Proficient Response:** A score of “proficient” or “advanced” on the Scoring Guide/Rubric below.

**3<sup>rd</sup> Scoring Guide/Rubric for Expression**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"><li>• Writer’s personality is clear with a sense of purpose.</li><li>• Writer attempts to use descriptive words to create a clear image.</li><li>• Writer often uses adverbs, adjectives, strong verbs, etc.</li></ul>	<ul style="list-style-type: none"><li>• Language is clear and easy to understand.</li><li>• Uses adjectives, adverbs, strong verbs, etc.</li></ul>	<ul style="list-style-type: none"><li>• Words are general, vague, or redundant and do not create a clear picture.</li><li>• Words are often misused making the sentences difficult to understand.</li><li>• Uses few adjectives, adverbs, strong verbs etc.</li></ul>

**W1.3 The student uses a variety of simple sentence structures and basic rules of punctuation in written work, and proofreads writing for legibility, spelling, capitalization, and punctuation when producing final drafts.**

**1.3.1 (3<sup>rd</sup> Grade)** Writing and editing using conventions of Standard English by writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

**Directions:** Write the correct punctuation mark at the end of each of the following sentences.

1. Ann went to the store to buy bread
2. Can you please hand me a pencil
3. Oh no, I forgot my homework
4. I can't wait to see my cousin
5. We played ball until it was time for supper
6. May I go to my friend's house after school

**W1.3 The student uses a variety of simple sentence structures and basic rules of punctuation in written work, and proofreads writing for legibility, spelling, capitalization, and punctuation when producing final drafts.**

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4. I can't wait to see my cousin
5. We played ball until it was time for supper
6. May I go to my friend's house after school

**Proficient Response:** Five correct ending punctuation marks out of six indicates a proficient response.

1. period
2. question mark
3. exclamation mark
4. exclamation mark
5. period
6. question mark

**W1.3 The student uses a variety of simple sentence structures and basic rules of punctuation in written work, and proofreads writing for legibility, spelling, capitalization, and punctuation when producing final drafts.**

**1.3.2 (3<sup>rd</sup> Grade)** Writing and editing using conventions of Standard English by noticing mistakes in spelling (e.g., grade-appropriate, high frequency words). (Locally Assessed)

**Directions:** Circle the word in each line that is spelled correctly.

1. not            nott            nat
2. aind            annd            and
3. thay            they            theyy
4. hade            hed            had
5. from            frum            farum
6. awr            arre            are
7. wuz            was            wase
8. you            yuu            yoo
9. phat            that            thot
10. hav            heve            have

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4. hade           hed           had
5. from           frum           farum
6. awr           arre           are
7. wuz           was           wase
8. you           yuu           yoo
9. phat           that           thot
10. hav           heve           have

**Proficient Response:** Correct spellings are underlined. Eighty percent is considered proficient.

1. not            nott            nat
2. aind           annd           and
3. thay           they           theyy
4. hade           hed           had
5. from           frum           farum
6. awr           arre           are
7. wuz           was           wase
8. you           yuu           yoo
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10. hav           heve           have

## Addendum for Spelling Grade 3

### Sample grade appropriate high frequency list

Numerical order represents the frequency of word use. For example “the” is the #1 most frequently used word at this level, “of” is the #2 most frequently used word for this level.

a [4]	is (7)
and [3]	it (9)
are [15]	not (30)
as [16]	of (2)
at [20]	on (14)
be [21]	one (28)
by [27]	or (26)
for [12]	that (10)
from [23]	the (1)
had [29]	they (19)
have [25]	this (22)
he [11]	to (5)
his (18)	was (13)
I [24]	with (17)
in [6]	you (8)

**W1.3 The student uses a variety of simple sentence structures and basic rules of punctuation in written work, and proofreads writing for legibility, spelling, capitalization, and punctuation when producing final drafts.**

**1.3.3 (3<sup>rd</sup> Grade)** Writing and editing using conventions of Standard English by noticing mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) (Locally Assessed)

**Directions:** Write each sentence with the correct punctuation and capitalization.

1. it is a misty morning

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2. fred, sue, and bob live in fairbanks, alaska

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3. my sister and I were born on january 5, 1995

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4. how much will it cost to buy bread, jam, milk, and cookies

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5. the best christmas pageant ever is my favorite book

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6. dear mrs. jones,

where were you today I couldn't do my work because bob let the snake out of its cage it was scary

your friend,  
betsy

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7. the principal said, " all students must get on the pink bus"

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**W1.3 The student uses a variety of simple sentence structures and basic rules of punctuation in written work, and proofreads writing for legibility, spelling, capitalization, and punctuation when producing final drafts.**

**1.3.3 (3<sup>rd</sup> Grade)** Writing and editing using conventions of Standard English by noticing mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) (Locally Assessed)

**Directions:** Write each sentence with the correct punctuation and capitalization.

1. it is a misty morning

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2. fred, sue, and bob live in fairbanks, alaska

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3. my sister and I were born on january 5, 1995

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4. how much will it cost to buy bread, jam, milk, and cookies

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5. the best christmas pageant ever is my favorite book

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6. dear mrs. jones,

where were you today I couldn't do my work because bob let the snake out of its cage it was scary

your friend,  
betsy

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7. the principal said, " all students must get on the pink bus"

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**Proficient Response:** Correct answers are below. Proficiency is 27 out of 33 correct answers.

1. It is a misty morning. (2 points possible)
2. Fred, Sue, and Bob live in Fairbanks, Alaska. (6 points possible)
3. My sister and I were born on January 5, 1995. (3 points possible)
4. How much will it cost to buy bread, jam, milk, and cookies? (2 points possible)
5. The Best Christmas Pageant Ever is my favorite book. (6 points possible)
6. Dear Mrs. Jones,  
Where were you today? I couldn't do my work because Bob let the snake out of its cage. It was scary!  
  
Your friend,  
Betsy  
(11 points possible)
7. The principal said, "All students must get on the pink box." (3 points possible)

**W1.3 The student uses a variety of simple sentence structures and basic rules of punctuation in written work, and proofreads writing for legibility, spelling, capitalization, and punctuation when producing final drafts.**

**1.3.4 (3<sup>rd</sup> Grade)** The students writes and edits using conventions of Standard English by rewriting handwritten work to improve legibility, if necessary, when producing final drafts. (Locally Assessed)

**Directions:** This scoring guide may be used for assessing either cursive or manuscript on any student writing sample.

### **3<sup>rd</sup> Grade Scoring Guide/Rubric for Handwriting**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Letter Formation</b>	Each letter is formed correctly.	80% of the letters are formed correctly.	Less than 80% of the letters are formed correctly.
<b>Letter Slant</b>	All letters have a uniform slant.	Most letters have a uniform slant.	Slant of letters vary from letter to letter.
<b>Neatness</b>	There are no extra visible marks or smudges on the paper.	There are 3-5 visible marks or smudges on the paper.	There are more than 5 visible marks or smudges on the paper.
<b>Relationship To Line</b>	All letters are located correctly in relationship to the lines.	Most letters are located correctly in relationship to the lines, but some are slightly larger or smaller than the space allowed by the line.	Most letters are larger or smaller than the space allowed by the line.
<b>Spacing</b>	There is appropriate spacing between all letters and words.	There is consistently appropriate spacing between most letters and words.	There is inconsistent spacing between letters and words.

**W1.4 The student revises writing for detail and clarity, and provides appropriate feedback to peers about written work.**

**1.4.1 (3<sup>rd</sup> Grade)** Revising writing by rearranging and/or adding supporting details to improve clarity

*Option #1*

**Directions:** Revise the following sentences to make them easier to understand.

1. Through a difficult time we've been going.

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2. Brad quietly sat.

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3. No one for a while said anything.

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4. For a long time I haven't read a book.

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5. On the basketball team John was.

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***Option #2***

**Directions:** Rewrite the following sentences adding at least two details to make them more interesting.

1. Arlie wanted a bike.

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2. Marilyn drew a picture.

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3. I gave it to Jane.

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4. The boy cried.

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5. It's simple.

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**W1.4 The student revises writing for detail and clarity, and provides appropriate feedback to peers about written work.**

**1.4.1 (3<sup>rd</sup> Grade)** Revising writing by rearranging and/or adding supporting details to improve clarity

*Option #1*

**Directions:** Revise the following sentences to make them easier to understand.

1. Through a difficult time we've been going.

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2. Brad quietly sat.

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3. No one for a while said anything.

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4. For a long time I haven't read a book.

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5. On the basketball team John was.

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**Proficient Response:** Proficiency is four out of five sentences written correctly.

1. We've been going through a difficult time.
2. Brad sat quietly.
3. No one said anything for a while.  
Or: For a while, no one said anything.
4. I haven't read a book for a long time.
5. John was on the basketball team.

**Option #2**

**Directions:** Rewrite the following sentences adding at least two details to make them more interesting.

1. Arlie wanted a bike.

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2. Marilyn drew a picture.

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3. I gave it to Jane.

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4. The boy cried.

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5. It's simple.

**Proficient Response:** Accept reasonable responses. Sample answers follow below.  
Proficiency is four out of five sentences written correctly.

1. Arlie really wanted to buy a new bike.
2. Marilyn drew a beautiful picture of her home.
3. I quickly gave the ball to Jane in the game Saturday because she was open.
4. The young boy cried quietly in his room when he lost his beloved dog, Rebel.
5. Learning how to make a paper airplane is very simple.

**W1.4 The student revises writing for detail and clarity, and provides appropriate feedback to peers about written work.**

**1.4.2 (3<sup>rd</sup> Grade)** Revising revises writing by giving/receiving appropriate feedback about written work (Locally Assessed)

**Option #1**

**Directions:** This peer editing guide may be used for students giving feedback to other students about their written work.

**Peer Editing Rubric**

Editor \_\_\_\_\_

Editing the work of \_\_\_\_\_

**Grammar and Parts of Speech**

- Check the spelling of the words I have circled on your paper.
- Each sentence begins with a capital letter.
- Each sentence ends with an end mark.
- Each sentence has a subject and predicate.

**Reasons for Writing:**

- I can “see” what the writer is telling.

I would like to know more about: \_\_\_\_\_

\_\_\_\_\_

I liked the part about: \_\_\_\_\_

\_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
Writer

\_\_\_\_\_  
Editor

**Option #2**

**Directions:** The following six-trait scoring guide is matched to Grade 3 Grade Level Expectations. It may be used as a peer or self-assessment tool to allow students to give appropriate feedback and review work.

**3<sup>rd</sup> Grade Six-Trait Scoring Guide/Rubric**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Ideas and Content</b>	<p>All of steps in proficient column plus the following:</p> <ul style="list-style-type: none"> <li>• The paper is clear, focused, and enhanced by details.</li> <li>• Writer understands topic well.</li> <li>• Writer starts to use personal examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences follow a common theme.</li> <li>• Ideas are on one topic but themes and ideas may be simple.</li> <li>• Goal of paper is clear to reader and it is easy to see where writer is headed.</li> <li>• Paper is original.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all sentences follow a common theme.</li> <li>• Writer shows little understanding of task. Poor or no effort shown.</li> <li>• Writing is hard to follow.</li> <li>• Writer has a sketchy idea but little cohesion.</li> <li>• Goal of paper is unclear.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 4 or more supporting details and a conclusion sentence.</li> <li>• Writing includes a beginning, middle, and end with logical organization.</li> <li>• Uses a unique and effective organizational structure for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a topic sentence and at least three supporting details.</li> <li>• Writing includes a beginning, middle, and end.</li> <li>• Writing uses the most appropriate organizational structure for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences are incomplete without a subject and predicate.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> <li>• No paragraphing attempted or structure is confusing.</li> <li>• Fewer than three details are evident.</li> <li>• Ideas are fragmented and do not have a beginning, middle, or end.</li> <li>• Organizational structure is confusing.</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate to topic, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic, purpose, or audience.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Writer attempts to use descriptive words to create images and often uses adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve clarity (uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Words are vague, or redundant so that they do not create a clear picture.</li> <li>• Words often misused, making the paper very difficult to understand.</li> <li>• Some words used incorrectly which may confuse the reader.</li> <li>• Uses few adverbs, strong verbs, transition clauses, and strong adjective clauses in paragraph(s).</li> </ul>

<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Sentences begin to have variations in length and beginnings.</li> <li>• Sentences start to have some rhythm and are easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete, easy to understand, and grammatically correct.</li> <li>• All sentences contain a subject and a predicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences do not make sense, which makes the paper hard to understand.</li> <li>• Some sentence fragments and run-on sentences exist.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Simple punctuation is used accurately, including commas in dates, series, and in letters.</li> <li>• Capitalization in book titles is accurate and present when applicable.</li> <li>• Spelling is 90 - 100% accurate on grade appropriate/high frequency words (Fry/Dolch list 1-400, local spelling words, etc.).</li> <li>• Contractions are used accurately.</li> <li>• Final draft is neatly written in cursive or manuscript with conformation to size, slant, shape, and spacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitals at the beginning of sentences and on proper nouns are in place and correct.</li> <li>• Ending punctuation is in place and correct.</li> <li>• Spelling of grade appropriate/high frequency words is at least 80% accurate (Fry/Dolch list 1-400, local spelling words, etc.).</li> <li>• Spelling of less frequent words shows errors.</li> <li>• Final draft is legible in cursive or manuscript.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation and capitalization is not always appropriate or in place.</li> <li>• There are errors in subject/verb agreement.</li> <li>• Final draft is not legible in cursive or manuscript.</li> <li>• Consistent errors in spelling, capitalization and punctuation exist.</li> </ul>

**W1.5 The student lists titles and authors of books and other materials when used as references in written work.**

**1.5.1 (3<sup>rd</sup> Grade)** Documenting sources by listing sources and titles of books and other materials when used as references in written work (Locally Assessed)

**Directions:** Have students write a report using at least three sources to gather information.

**Proficient Response:** Use the following rubric to evaluate student citations in written work.

**3<sup>rd</sup> Grade Scoring Guide/Rubric for Citations**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Student lists the author first in a citation then the title.</li> <li>• The author's last name is written first.</li> <li>• The list of sources is in alphabetical order.</li> </ul> <p>Johnson, Spencer, <u>Who Moved My Cheese</u></p>	<ul style="list-style-type: none"> <li>• Student lists the author and title of at least 3 books related to their topic.</li> </ul> <p><u>Who Moved My Cheese</u> by Spencer Johnson</p>	<ul style="list-style-type: none"> <li>• Student lists only the title or author in the citations.</li> <li>• Student may not have at least 3 sources.</li> </ul> <p><u>Who Moved My Cheese</u></p>

The following scoring guide/rubric can be used to assess multiple third grade GLEs. Teachers can use this scoring guide/rubric with any writing sample students produce to evaluate their progress on third grade GLEs.

### 3<sup>rd</sup> Grade Six-Trait Scoring Guide/Rubric

Trait	Advanced	Proficient	Not Proficient
<b>Ideas and Content</b>  <i>GLE: 1.1.2</i>	All of steps in proficient column plus the following: <ul style="list-style-type: none"> <li>• The paper is clear, focused and enhanced by details.</li> <li>• Writer understands topic well.</li> <li>• Writer starts to use personal examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences follow a common theme.</li> <li>• Ideas are on one topic but themes and ideas may be simple.</li> <li>• Goal of paper is clear to reader and it is easy to see where writer is headed.</li> <li>• Paper is original.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all sentences follow a common theme.</li> <li>• Writer shows little understanding of task. Poor or no effort shown.</li> <li>• Writing is hard to follow.</li> <li>• Writer has a sketchy idea but little cohesion.</li> <li>• Goal of paper is unclear.</li> </ul>
<b>Organization</b>  <i>GLE: 1.1.1, 1.1.2, 1.1.3, 1.2.1</i>	<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 4 or more supporting details and a conclusion sentence.</li> <li>• Writing includes a beginning, middle, and end with logical organization.</li> <li>• Uses a unique and effective organizational structure for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a topic sentence and at least three supporting details.</li> <li>• Writing includes a beginning, middle, and end.</li> <li>• Writing uses the most appropriate organizational structure for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences are incomplete without a subject and predicate.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> <li>• No paragraphing attempted or structure is confusing.</li> <li>• Fewer than three details are evident.</li> <li>• Ideas are fragmented and do not have a beginning, middle, or end.</li> <li>• Organizational structure is confusing.</li> </ul>
<b>Voice</b>  <i>GLE: 1.2.1, 1.2.2</i>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate to topic, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic, purpose, or audience.</li> </ul>
<b>Word Choice</b>  <i>GLE: 1.2.2, 1.4.1</i>	<ul style="list-style-type: none"> <li>• Writer attempts to use descriptive words to create images and often uses adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve clarity (uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)).</li> </ul>	<ul style="list-style-type: none"> <li>• Words are general, vague, or redundant so that they do not create a clear picture.</li> <li>• Words often misused making the paper very difficult to understand.</li> <li>• Some words used incorrectly which may confuse the reader.</li> <li>• Uses few adverbs, strong verbs, transition clauses, and strong adjective clauses in paragraph(s) to improve clarity.</li> </ul>

<p><b>Sentence Fluency</b></p> <p><i>GLE: 1.3.1</i></p>	<ul style="list-style-type: none"> <li>• Sentences begin to have variations in length and beginnings.</li> <li>• Sentences start to have some rhythm and are easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete, easy to understand, and grammatically correct.</li> <li>• All sentences contain a subject and a predicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences do not make sense, which makes the paper hard to understand.</li> <li>• Some sentence fragments and run-on sentences exist.</li> </ul>
<p><b>Conventions</b></p> <p><i>GLE: 1.3.2, 1.3.3, 1.3.4</i></p>	<ul style="list-style-type: none"> <li>• Simple punctuation is used accurately, including commas in dates, series, and in letters.</li> <li>• Capitalization in book titles is accurate and present when applicable.</li> <li>• Spelling is 90 - 100% accurate on grade appropriate/high frequency words (Fry/Dolch list 1-400, local spelling words, etc.).</li> <li>• Contractions are used accurately.</li> <li>• Final draft is neatly written in cursive or manuscript with conformation to size, slant, shape, and spacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitals at the beginning of sentences and on proper nouns are in place and correct.</li> <li>• Ending punctuation is in place and correct.</li> <li>• Spelling of grade appropriate/high frequency words is at least 80% accurate (Fry/Dolch list 1-400, local spelling words, etc.).</li> <li>• Spelling of less frequent words shows errors.</li> <li>• Final draft is legible in cursive or manuscript.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation and capitalization is not always appropriate or in place.</li> <li>• Errors in subject/verb agreement.</li> <li>• Final draft is not legible in cursive or manuscript.</li> <li>• Consistent errors in spelling, capitalization and punctuation exist.</li> </ul>