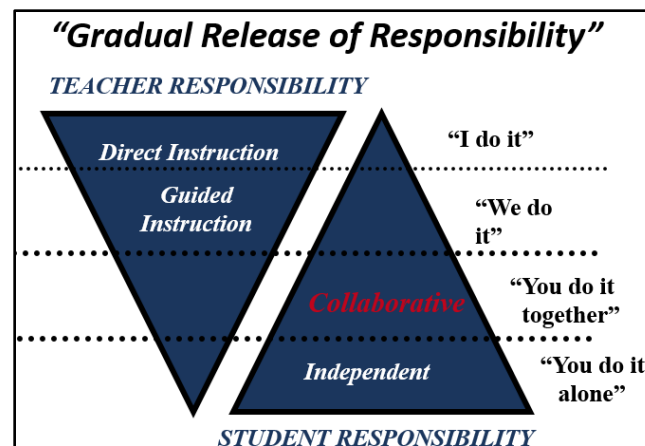


Instructional Pacing Guide

ELA—Third Grade

Best literacy practices with a two-hour minimum ELA block

- **Reading aloud**, which can occur outside the ELA block, is considered invaluable as a motivational tool and as a way to demonstrate a meaning-making process. Interactive read alouds allow students of all reading abilities to access complex, **above-grade level texts**.
- **Shared reading** provides all students access to **on-grade level texts**. Suggested shared reading texts are provided below. Reading standards in **bold font** are the weekly focus reading standards and could appear on the checkpoint assessment that quarter.
- This document does not include pacing for teacher-led, small-group reading instruction. It is recommended that teachers employ **guided reading** strategies in small-group settings for 60 minutes daily, allowing students to read texts at their **instructional reading level**.
- Students need to be given time daily to engage in wide reading of easily accessible, high-interest texts on their **independent reading levels**. When students are given choice in the texts they read, motivation improves and achievement increases.
- **Speaking & Listening** occurs as we incorporate the **Read About It, Think About It, Talk About It, Write About It** cycle with rich texts.
- Reading and **writing** are reciprocal processes. When reading comprehension improves, writing abilities improve. Writing about a topic helps build meaning and understanding.
- Current literacy research promotes embedding **language** standards in context for better application in speaking and writing.
- The image below depicts the components of effective **scaffolding** required to facilitate independence.



- Johnson City Schools’ Instructional Pacing Guide **Appendices** include: grade-level **standards**, writing **rubrics** for teacher use by mode, writing **scales** for student use by mode, and the **TN assessment blueprints**.
- Additional supporting documents such as the **vertical** progression of **standards**; writing **rubrics** with **embedded** reading, writing, and language standards; **K-4 word study** scope and sequences; informative writing **prompt types**; and **checkpoint** information can be found in **Canvas**.

QUARTER 1: WEEK 1			
Community building activities <ul style="list-style-type: none"> ○ “Getting Started: The First 20 Days of Independent Reading” (Chapter 9 from <i>Guiding Readers and Writers: Grades 3-6</i> by Fountas and Pinnell) ○ <i>Seven Habits of Happy Kids</i> by Sean Covey ○ <i>Fill a Bucket: A Guide to Happiness for Young Children</i> by Carol McCloud Take a picture of students on the first day to be used as an activator in Week 2 with <i>A Fine, Fine School</i>			
Word Study	Administer <i>Elementary Spelling Inventory</i>		
Language	Focus on nouns and verbs: L.3.1a Explain the function of nouns , pronouns, verbs , adjectives, and adverbs in general and their functions in particular sentences. Focus on simple sentences: L.3.1i Produce simple , compound, and complex sentences.		
Additional Resources	Into the Book: http://reading.ecb.org Reading interest surveys <i>Notebook Connections</i> and <i>Notebook Know-How</i> by Aimee Buckner (professional writing book) <i>Amelia's Notebook</i> by Marissa Moss (student picture book)		
QUARTER 1: WEEK 2			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
Unit 1: Lesson 1 Anchor Text: <i>A Fine, Fine School</i> (Humorous Fiction) Paired Text:	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (Summarization Focus) RL.3.3 Describe characters in a	Summarization: use retelling cards. Characters (T-chart) What was Tillie’s problem? What caused it? What was Bean’s problem? What was Tillie’s little brother’s problem? What was Mr. Keene’s problem? What motivated Tillie to talk to Mr.	(quick write option) What problem did characters in <i>A Fine, Fine School</i> face? Who is responsible for the problem and why? How was the problem solved? Be sure to use facts and details from the passage to support your writing. Administer narrative writing pre-assessment Pre-assessment option <i>A Fine, Fine School</i> tells the story of a principal,

<p><i>One-Room Schoolhouses</i> (Informational Text)</p>	<p>story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Keene about going to school all the time? How did the students’ and the teachers’ actions or lack of action lead to more time at school?</p> <p>What did Tillie learn at school at the beginning of the year? How do Mr. Keene’s decisions affect the students? Was it best? Do you think the author agrees more with Tillie or Mr. Keene about learning? Use text evidence to explain your answer.</p> <p>Illustrations How do the illustrations show how characters’ feelings change over time? Re-read the last paragraph on page 17. How do the illustrations support Mr. Keene’s feeling that this is a fine, fine school? Re-read the first paragraph on page 23. How do the illustrations support how the characters <i>really</i> feel? Look at the illustrations on page 26. What details do you notice in the illustrations? What do the illustrations tell you about how the characters <i>really</i> feel?</p>	<p>Mr. Keene, who wanted kids to learn but took something too far by asking them to come to school more days. Write a narrative that tells what happens the next school year when Mr. Keene takes something else too far. Be sure to use both the voice of the narrator and dialogue in your story. Follow the conventions of standard written English.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • Plan your response • Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage(s), planning, and writing your response.</p> <p>Familiarize students with narrative writing by showing student work and reading/discussing mentor texts</p> <p>Narrative writing standards W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3c Use temporal words and phrases to</p>
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			signal event order. W.3.3d Provide a sense of closure.
Language	L.3.2c Use commas and quotation marks in dialogue.		
Word Study	Score <i>Elementary Spelling Inventory</i>		
Additional Resources	Canvas		

QUARTER 1: WEEK 3			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
Unit 1: Lesson 2 Anchor Text: <i>The Trial of Cardigan Jones</i> (Fantasy) Paired Text: <i>You Be the Jury</i> (Informational Text)	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. (with paired text) RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	What motivated Cardigan to walk up to Mrs. Brown’s window? Why did Mrs. Brown call the police and mention seeing a moose? What events led to Cardigan being arrested? Describe the process used to determine if Cardigan was guilty or innocent. Find clues the author gives that helped Mrs. Brown form her conclusions. Why did the witnesses all believe Cardigan stole the pie? If you were the judge, what questions would you ask the witnesses? What questions would you ask Cardigan? Until the end of the story, most of the characters are sure Cardigan is guilty	(quick write option) Describe the sequence of events that helped the judge come to the conclusion Cardigan was innocent. Be sure to use facts and details from the passage to support your writing. “I Do”/model a different point of view narrative essay with the fictional anchor text. Narrative Task: In <i>The Trial of Cardigan Jones</i> , a narrator tells a story about an innocent moose put on trial for stealing a pie. Rewrite this story from Cardigan’s point of view. Be sure to use dialogue and descriptions of Cardigan’s actions, thoughts, and feelings to develop his experiences and the story events. Follow the conventions of standard written English. Manage your time carefully so that you can <ul style="list-style-type: none"> • Plan your response • Write your response Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the

		<p>of taking the pie. Do you agree with them?</p> <p>What lesson can you learn from the story? How will you apply this lesson in your third-grade classroom?</p> <p>How would you explain the differences between the actions of the witnesses and the judge during the trial? Use text based evidence to support your answer.</p> <p>How would you describe Cardigan? The judge? The witnesses?</p> <p>What physical trait kept getting Cardigan in trouble?</p> <p>What do the words dirty looks tell you about the way the jury felt about Cardigan?</p>	<p>passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p> <p>“I Do”/model writing a narrative essay with nonfiction paired text.</p> <p>Narrative Task: You have read <i>You Be the Jury</i> by Ruth Masters. Imagine you have been called to serve on a jury. Write a story about your day as a juror. Be sure to use dialogue and descriptions of your actions, thoughts, and feelings to develop your experiences and the events of the trial. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • Plan your response • Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
Language	L.3.1b Form and use regular and irregular plural nouns. L.3.1c Use abstract nouns (e.g., childhood).		
Word Study	L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Review vowel patterns in one-syllable words		
Additional Resources	Activator: BrainPop- 1.) Court system 2.)Trials Extension Activity : 1.) Make (or bring in) an apple pie for students 2.) Hold a class mock trial		

Supplemental Story: *The True Story of the Three Little Pigs*

Canvas

QUARTER 1: WEEK 4

Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
<p>Unit 1: Lesson 4</p> <p>Anchor Text: <i>Pop's Bridge</i> (Historical Fiction) For the purpose of this writing task, only read the text through the bridge accident on page 138. Stop after "I can't breathe. I can't think."</p> <p>Paired Text: <i>Bridges</i> (Informational Text)</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Character Actions</p> <ul style="list-style-type: none">• How did Robert feel about his Pop's role in the beginning of the story?• Read page 140. How does Robert feel as a result of the bridge accident?• What event changed the way Robert felt about the importance of his Pop's role?• Re-read the last paragraph on page 132. What does Robert think about the last piece of the puzzle?• Why does Robert hide the last piece of the puzzle? What event changed his mind? <p>Inferring</p> <ul style="list-style-type: none">• How do you know Pop loves the bridge? <p>Predicting</p> <ul style="list-style-type: none">• First read: p. 132 What will Robert do with the final puzzle piece?	<p>(quick write option)</p> <p>Describe how the bridge accident changed Robert's feelings about his Pop's role building The Golden Gate Bridge. Explain how the accident affects Robert's plans for the final puzzle piece. Be sure to use facts and details from the passage to support your writing.</p> <p>"We Do"/collaboratively write an ending to the story.</p> <p>Narrative Task: Robert and Charlie watched as the scaffolding pulled away from the bridge their fathers were working on. Write a narrative that tells what happens next. Be sure to use both the voice of the narrator and dialogue in your story. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none">• Plan your response• Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the</p>

		<p>Re-read the second paragraph on page 131. How does the weather affect Charlie’s feelings about his Pop?</p> <p>Retell <i>Pop’s Bridge</i>. Make sure you include what happened at the beginning, middle, and end.</p> <p>What the central message? How do you know? Use key details from the text.</p>	space provided below.
Language	L.3.2d Form and use possessives.		
Word Study	<p>L.3.2e Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>Adding –ing to words (no change and doubling); examples: planting, going, skipping</p>		
Additional Resources	<p>Fables, folktales, myths, and accompanying resources can be found in Canvas.</p> <p>1930s video about the construction of the Golden Gate Bridge http://www.theatlantic.com/video/archive/2011/11/amazing-1930s-film-about-building-the-san-francisco-bay-bridge/247924/</p> <p>PBS website about the Golden Gate Bridge http://www.pbs.org/wgbh/americanexperience/features/cast-crew/goldengate-credits/</p> <p>Website about construction of the Golden Gate Bridge http://science.kqed.org/quest/audio/life-on-the-gate-working-on-the-golden-gate-bridge-1933-37/</p>		
QUARTER 1: WEEK 5			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
<p>Unit 1: Lesson 5</p> <p>Anchor Text: <i>Roberto</i></p>	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using</p>	<p>Re-read pages 168-170. Describe the steps that Roberto Clemente took to become a professional baseball player.</p> <p>How do the illustrations support the</p>	<p>(quick write option)</p> <p>Explain how Roberto Clemente’s struggles as a young boy affect his successes later in life as an adult. Be sure to use facts and details from the passage to support your writing.</p>

<p><i>Clemente</i> (Biography)</p> <p>Paired Text: Baseball Poems (Poetry)</p>	<p>language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (Visualization Focus)</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Literal and Nonliteral Meanings Focus)</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently. (Visualization Focus)</p>	<p>text?</p> <p>Think about Roberto Clemente’s life as a professional baseball player. Compare and contrast his popularity in the United States and Puerto Rico.</p> <p>Refer to page 168. Examine how the author uses the word “fever”. What does fever mean in this context? Identify and define other examples of nonliteral words or phrases in the text.</p>	<p>“We Do”/collaboratively write a narrative essay with nonfiction text.</p> <p>Narrative Task: You have read the biography <i>Roberto Clemente</i>. Imagine you are Roberto Clemente, and write a story from his point of view about coming to America for the first time. Use descriptive details and events from the text to develop your story. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • Plan your response • Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
<p>Language</p>	<p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p>		
<p>Word Study</p>	<p>L.3.2e Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Adding –ing to words (no change and CVCe); examples: walking, taking, arriving</p>		
<p>Additional Resources</p>	<p>Canvas</p>		

QUARTER 1: WEEK 6

Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
<p>HMH extended text: <i>Amos and Boris</i> (Adventure)</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>See HMH Teacher's Edition Unit 2 on page T469.</p>	<p>(quick write option)</p> <p>Think about Amos and Boris' friendship. Choose one of the characters and write a paragraph that describes what makes him a good friend. Be sure to use facts and details from the passage to support your writing.</p> <p>"You Do Together"/small groups of students work together to write an alternative ending to the story.</p> <p>Narrative Task: In <i>Amos and Boris</i>, Amos rolls off the deck of his ship. Boris rescues him and takes him home. From that point in the story, continue the narrative to give the story a different ending. Tell what happens the next time Amos and Boris meet. Use the characters and setting that are in the text you read. Be sure to use both the voice of a narrator, as well as dialogue, in your story ending. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • Plan your response • Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the story, planning, and writing your response. Write your response to the Writing Task in the</p>

			space provided below.
Language	Focus on coordinating conjunctions: L.3.1h Use coordinating and subordinating conjunctions. Focus on compound sentences: L.3.1i Produce simple, compound , and complex sentences.		
Word Study	L.3.2e Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Adding –ing: Review of double, e-drop, and no change (base word); examples: getting (double), trading (e-drop), eating (no change)		
Additional Resources	Canvas		
QUARTER 1: WEEK 7			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
TNCore Unit: Oceans and Continents Oceans portion only: continents portion will appear on the pacing guide later Text 1: “Oceans” Text 2: “Water, Water Everywhere: Facts About the Ocean”	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Identify the main idea of a text; recount the key details and explain how they support the main idea. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.10 By the end of the year,	See unit.	See unit for informative quick write option. “You Do Together”/small groups of students work together to write a narrative essay with nonfiction text. Narrative Task: You have read the informational texts <i>Oceans</i> and <i>Water, Water Everywhere: Facts About the Ocean</i> . Select one of the world’s oceans, and write a story from an ocean animal’s point of view living in that ocean. Use descriptive details from the both texts to develop your story. Follow the conventions of standard written English. Manage your time carefully so that you can <ul style="list-style-type: none"> • Plan your response • Write your response Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the

	read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.
Language	(Continued from Week 6) Focus on coordinating conjunctions: L.3.1h Use coordinating and subordinating conjunctions. Focus on compound sentences: L.3.1i Produce simple, compound , and complex sentences.		
Word Study	L.3.2e Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). y + inflectional endings (base word); examples: play/plays/played/playing, spy/spies/spied		
Additional Resources	Canvas		
QUARTER 1: WEEK 8			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
Unit 2: Lesson 7 Anchor text: <i>What Do Illustrators Do?</i> (Informational Text) Paired text: <i>Jack Draws a Beanstalk</i> (Traditional Tale)	Review RL.3.1, RL.3.2, and RL.3.3 Review RI.3.1, RI.3.2, and RI.3.3	n/a	(quick write option) Summarize the steps an illustrator takes to illustrate a book. Be sure to put the steps in the proper order. “You Do It Alone”/independently write a narrative. Narrative Task: You have read the informational text <i>What Do Illustrators Do?</i> Imagine you are an illustrator, and write a story from your point of view about your experiences. Be sure to explain some decisions you must make when illustrating a book. Tell how you work with others to produce a book. Use descriptive details and events from

			<p>the text to develop your story. Follow the conventions of standard written English. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • Plan your response • Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage, planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
Language	<p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>		
Word Study	<p>L.3.2e Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Suffixes: Plural Endings: -s, -es (words ending in ch, ss, x); examples: trays, houses, lunches, glasses</p>		
Additional Resources	Canvas		
QUARTER 1: WEEK 9			
Shared Reading Texts	Spiraling Reading Standards	Text-Dependent Questions	Writing Tasks
<p><i>“My Mom Hates to Cook”</i> by Ann Harth (2015 MIST Part I Practice Test—give cold as a narrative post assessment and use</p>	<p>Review RL.3.1, RL.3.2, and RL.3.3 Review RI.3.1, RI.3.2, and RI.3.3</p>	n/a	<p>“You Do It Alone”/independently write a narrative.</p> <p>Narrative Task: The cooking project presentation could not be finished on Tuesday because of the fire. Write a narrative that tells what happens later in the week when students have class again. Be sure to use both the voice of the narrator and dialogue in your story. Follow the conventions of standard written English.</p>

student work to teach the rest of the week)			<p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • Plan your response • Write your response <p>Your written response should be in the form of a multi-paragraph narrative story. Spend about 75 minutes on this response, including the time you spend reading the passage(s), planning, and writing your response. Write your response to the Writing Task in the space provided below.</p>
Language	<p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English. L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>		
Word Study	<p>L.3.2e Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Suffixes: Plural Endings: adding –s –es, -ies (base word); examples: chops, benches, foxes, fries</p>		
Additional Resources	<p>Canvas</p>		

Tennessee Academic Standards

ELA—Third Grade

ENGLISH LANGUAGE ARTS

Strand: READING LITERATURE (RL)

Key Ideas and Details	
RL.3.1	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	2. Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
RL.3.4	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	5. Refer to the parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	6. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
RL.3.7	7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	8. (Not applicable to literature)
RL.3.9	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.

Strand: READING INFORMATIONAL TEXTS (RI)	
	Key Ideas and Details
RI.3.1	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	2. Identify the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	Craft and Structure
RI.3.4	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	6. Distinguish their own point of view from that of the author of a text.
	Integration of Knowledge and Ideas
RI.3.7	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	9. Compare and contrast the most important points and key details presented in two texts on the same topic.
	Range of Reading and Level of Text Complexity
RI.3.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Strand: READING FOUNDATIONAL SKILLS (RF)	
	Phonics and Word Recognition
RF.3.3	3. Know and apply grade- level phonics and word analysis skills in decoding words.
	a. Identify and know the meaning of the most common prefixes and derivational suffixes.
	b. Decode words with common Latin suffixes.
	c. Decode multisyllable words.

	d. Read grade-appropriate irregularly spelled words.
	Fluency
RF.3.4	4. Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade- level text with purpose and understanding.
	b. Read grade- level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.
Strand: WRITING (W)	
	Text Types and Purposes
W.3.1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	b. Provide reasons that support the opinion.
	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion reasons.
	d. Provide a concluding statement or section.
W.3.2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	b. Develop the topic with facts, definitions, and details.
	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	d. Provide a concluding statement or section.
W.3.3	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	c. Use temporal words and phrases to signal event order.
	d. Provide a sense of closure.

	Production and Distribution of Writing
W.3.4	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purposes. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.3.5	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.)
W.3.6	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	Research to Build and Present Knowledge
W.3.7	7. Conduct short research projects that build knowledge about a topic.
W.3.8	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	9. (Begins in grade 4)
	Range of Writing
W.3.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Strand: SPEAKING and LISTENING (SL)	
	Comprehension and Collaboration
SL.3.1	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	d. Explain their own ideas and understanding in light of the discussion.
SL.3.2	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

	Presentation of Knowledge and Ideas
SL.3.4	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	5. Create engaging audio recordings of stories or poems that demonstrate pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)
Strand: LANGUAGE (L)	
	Conventions of Standard English
L.3.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	b. Form and use regular and irregular plural nouns.
	c. Use abstract nouns (e.g., <i>childhood</i>).
	d. Form and use regular and irregular verbs.
	e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.
	f. Ensure subject-verb and pronoun-antecedent agreement.
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	h. Use coordinating and subordinating conjunctions.
	i. Produce simple, compound, and complex sentences.
L.3.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize appropriate words in titles.
	b. Use commas in addresses.
	c. Use commas and quotation marks in dialogue.
	d. Form and use possessives.
	e. Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).

	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Knowledge of Language
L.3.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Choose words and phrases for effect.
	b. Recognize and observe differences between the conventions of spoken and written standard English.
	Vocabulary Acquisition and Use
L.3.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from an array of strategies.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of <i>key words and phrases</i> .
L.3.5	5. Demonstrate understanding of word relationships and nuances in word meanings.
	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

TDOE Narrative Writing Rubric—Grade 3

Score:	Focus/Organization	Support/Elaboration	Language/Style	Conventions
4	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> The writer clearly introduces a character or characters and effectively establishes one or multiple points of view. The writer engages and orients the reader by setting out a clear situation, context, or problem. The writer creates a well-organized sequence of events that unfolds naturally and logically and creates a smooth progression of experiences or events. The writer provides an effective conclusion that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> The writer uses sophisticated narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. The writer makes strong use of precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> The writer demonstrates a command of skills in language, vocabulary, and style to enhance meaning and maintains reader interest. The writer demonstrates syntactic variety by expanding, combining, and reducing sentences. The writer provides a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events. The writer creates a particular tone that helps build toward a certain outcome (i.e., suspense, growth) in a coherent, fluent narrative. 	<ul style="list-style-type: none"> The writer demonstrates complete control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer may make a few errors, but they do not interfere with meaning.
3	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> The writer introduces a character or characters and establishes one or multiple points of view. The writer sufficiently orients the reader by setting out a situation, context, or problem. The writer sufficiently creates a sequence of events that unfolds naturally and creates a progression of experiences or events. The writer provides a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> The writer sufficiently uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. The writer uses some precise words and phrases, descriptive details, and sensory language to convey a picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> The writer demonstrates sufficient skills in language, vocabulary, and style to convey meaning and maintains reader interest. The writer demonstrates sufficient syntactic variety. The writer uses some transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events. The writer sufficiently creates a particular tone that helps build toward a certain outcome (i.e., suspense, growth) in a coherent narrative. 	<ul style="list-style-type: none"> The writer demonstrates sufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer may make occasional errors, but they do not interfere materially with meaning.
2	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> The writer may simply name the character or characters, but it/they may not be clear to the reader; point of view may be unclear or confusing. The writer provides weak or minimal orientation for the reader in terms of situation, context, or problem. The writer creates a sequence of events that may be brief or confusing; the writing may have gaps or be hard to follow. The writer provides a weak conclusion; conclusion may only loosely relate to the narrated experiences or events. 	<ul style="list-style-type: none"> The writer insufficiently uses narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. The writer makes insufficient use of words and phrases, descriptive details, and sensory language, so that the picture of the experiences, events, and/or characters is unclear or undeveloped. 	<ul style="list-style-type: none"> The writer demonstrates insufficient skills in language, vocabulary, and style to convey meaning and maintains reader interest. The writer demonstrates insufficient syntactic variety. The writer provides insufficient transition words, phrases, and clauses to convey a sequence of events. The writer shows little control over tone that helps build toward an outcome; narrative may not be adequately coherent. 	<ul style="list-style-type: none"> The writer demonstrates insufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer makes errors that detract materially from meaning.
1	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> The writer provides little to no introduction of a character or characters; point of view may be unclear or missing. The writer provides little to no orientation to the reader in terms of situation, context, or problem. The writer creates a sequence of events that is very brief and/or confusing; sequence may be very hard to follow. The writer provides little to no conclusion; writing may stop abruptly or be disconnected from narrated experiences or events. 	<ul style="list-style-type: none"> The writer uses few to no narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. The writer uses few to no words and phrases, descriptive details, and sensory language, so there is little to no picture created of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> The writer demonstrates few to no skills in language, vocabulary, and style and conveys little to no meaning or maintenance of reader interest. The writer demonstrates little to no syntactic variety. The writer uses few to no transition words, phrases, and clauses, and conveys little to no sequence of events. The writer demonstrates little to no control of language, resulting in little to no tone building to an outcome; narrative may be incoherent. 	<ul style="list-style-type: none"> The writer demonstrates little to no control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation. The writer makes persistent errors that seriously impede the meaning.

TDOE Informative Writing Rubric—Grade 3

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to effectively develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective introduction. utilizes effective organizational strategies to group related information to aid in comprehension. effectively establishes connections among ideas and information. contains an effective concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of language for effect. illustrates consistent command of syntactic variety. utilizes appropriate and varied linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an adequate introduction. utilizes adequate organizational strategies to group related information to aid in comprehension. adequately establishes connections among ideas and information. contains an adequate concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates adequate command of language for effect. illustrates adequate command of syntactic variety. utilizes appropriate linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates adequate command of grade-level conventions of standard written English.² contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to group related information, but ideas may be hard to follow at times. establishes some connections between ideas and information, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli or mostly/only personal knowledge to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to establish connections among ideas and information; ideas are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of appropriate language. illustrates little to no syntactic variety. utilizes no or few linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, and details as appropriate to the task and the stimuli.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

TDOE Opinion Writing Rubric—Grade 3

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient reasons from the stimuli to effectively support the writer’s opinion. effectively explains the reasons provided, connecting the reasons to the writer’s opinion and demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective introduction. states and maintains a relevant opinion or point of view. utilizes an effective organizational structure to list reasons and information. effectively establishes connections among opinions and reasons. contains an effective concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of language for effect. illustrates consistent command of syntactic variety. utilizes appropriate and varied linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.¹ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes appropriate, relevant, and sufficient reasons from the stimuli to adequately support the writer’s opinion. adequately explains the reasons provided, connecting the reasons to the writer’s opinion and demonstrating a clear understanding of the topic and stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an adequate introduction. states and maintains a somewhat relevant opinion or point of view. utilizes an adequate organizational structure to list reasons and information. adequately establishes connections among opinions and reasons. contains an adequate concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates adequate command of language for effect. illustrates adequate command of syntactic variety. utilizes appropriate linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates adequate command of grade-level conventions of standard written English.¹ contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient reasons from the stimuli to partially support the writer’s opinion. Explains some of the reasons provided, connecting some of the reasons to the writer’s opinion and demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. states a weak opinion or point of view. demonstrates an attempt to use an organizational structure to list some reasons and information, but ideas may be hard to follow at times. establishes some connections among opinions and reasons, but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.¹ contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no reasons from the stimuli, or mostly/only personal knowledge to inadequately support the writer’s opinion. Inadequately or inaccurately explains the reasons provided; reasons and the writer’s opinion appear disconnected, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear opinion or point of view. demonstrates an unclear organizational structure; ideas and reasons are hard to follow most of the time. fails to establish connections among opinions and reasons; ideas are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of appropriate language. illustrates little to no syntactic variety. utilizes no or few linking words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.¹ contains numerous and repeated errors that seriously impede meaning.

¹ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

Overview of Grades 3–5 ELA Testing Structure

As in the past, each year the state assessment includes both operational and field test items.

The testing structure outlined below reflects both the number of operational assessment items and the number of field test assessment items.

For scheduling purposes, subparts can be combined.

Subpart 1	Subpart 2	Subpart 3	Subpart 4
<ul style="list-style-type: none"> • 75 minutes • 1–3 Passages • 1 Writing Prompt* 	<ul style="list-style-type: none"> • 35 minutes • 1–2 Passages • 6–14 Items per Passage • 1 Editing Task 	<ul style="list-style-type: none"> • 35 minutes • 1–2 Passages • 6–14 Items per Passage • 1 Editing Task 	<ul style="list-style-type: none"> • 50 minutes • 2–3 Passages • 6–14 Items per Passage

For scheduling purposes, subparts can be combined.

Note: Additional writing prompts will be field tested a minimum of every two years and will occur outside of the operational testing window.

Grade 3 English Language Arts Blueprint

The blueprint below reflect *only* operational assessment items.

Grade 3: Subpart 1		
Writing	# of Items	Score Points
Prompt will align to one of W.3.1, W.3.2, or W.3.3	1	4
Focus and Organization**		
Development**		
Language and Style		
Conventions (standards L.3.1, L.3.2, L.3.3)		
Total		16

**Focus & Organization and Development are not double weighted for grades 3–5 in writing.

Grade 3: Subparts 2, 3, and 4		
	# of Items	Score Points
Reading		
• Reading Literature (standards RL.3.1-RL.3.3; RL.3.5-RL.3.7; RL.3.9)	23–40	29–49
• Reading Informational Text (standards RI.3.1-RI.3.3; RI.3.5-RI.3.9)		
• Vocabulary (standards RL.3.4; RI.3.4; L.3.4-L.3.5)		
Writing		
• Conventions (standards L.3.1, L.3.2, L.3.3)	4–6	4–6
Total	27–46	33–55

Grade 3: Summary			
	# of Items	# of Score Points	% of Test
Subpart 1	1	16	26–32
Subparts 2, 3, and 4	27–46	33–55	66–77
Total	28–47	*50–71	100

*All assessments must have a minimum of 50 score points.

Guidance on Writing Types/Genres to Inform Instruction for Grades 3–5

This chart offers guidance for creating high-quality text-based writing activities aligned to the standards.

Writing Type	Passages Used	Description of Instructional Tasks
Opinion	Literary: Stories, dramas, or poems aligned to the grade-level reading standards	<ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). For <u>opinion</u>, the prompt asks students to state a point of view about the passages and support that point of view with reasons. The reasons and evidence should be drawn from evidence within the passages.
	Informational: History, science or literary nonfiction texts aligned to the grade-level reading standards One text may be an audio/visual presentation	<ul style="list-style-type: none"> Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). For <u>opinion</u>, the prompt asks students to state a point of view about the passages and support that point of view with reasons and information. The reasons, information, and/or evidence should be drawn from evidence within the passages.
Informational/ Explanatory	Literary: Stories, dramas, or poems aligned to the grade-level reading standards	<ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). The prompt asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas. The ideas should be drawn from evidence within the passages.
	Informational: History, science or literary nonfiction texts aligned to the grade-level reading standards One text may be an audio/visual presentation	<ul style="list-style-type: none"> Students read two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The prompt asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. The ideas and information should be drawn from evidence within the passages.

<p>Narrative (Fiction)</p>	<p>Literary: Stories, dramas, or poems aligned to the grade-level reading standards</p>	<ul style="list-style-type: none">• Students read one literary passage.• The prompt asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences.• The student’s narrative should be based on characters and events in the passage. <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• Students read two to three informational passages.• The prompt asks students to develop an imagined experience or event, based on the informational text using effective technique, descriptive details, and clear event sequences.• The student’s fictional narrative should be based on the information gleaned from the passage.
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Descriptions of Writing Types/Genres

Opinion/Argument:

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from text.
- Opinion writing does not necessarily seek to change the reader's mind; however, opinions make the position and intent clear to the audience.
- In grades K–5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.
- Arguments are used to change the reader's point of view, to bring about some action on the part of the reader, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.
- Arguments are reasoned, logical ways of demonstrating that the writer's position, belief, or conclusion is valid.
- Students make claims and defend their interpretations or judgments with evidence from the text.

Opinion writing is a precursor to argumentation. In grades K–5, the term “opinion” is used to refer to the developing form of argument. Note, the “argument” genre of writing aligns to standards in grades 6-11 whereas the “opinion” genre of writing aligns to standards in grades 3–5.

Informational/Explanatory:

- Informational/explanatory writing conveys information accurately.
- Informational/explanatory writing intends to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout their writing.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true, convince people to change their beliefs, or persuade people to change their behavior. Explanations, in contrast, start with the assumption of truthfulness. The aim is to make the reader understand and answer questions about why or how. In short, arguments are used for persuasion and explanations are used for clarification.

Narrative:

- Narrative writing conveys an experience, either real or imaginary, and uses time as its structure.
- Narrative writing intends to inform, instruct, persuade, or entertain.
- Narrative can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.

Narrative Writing Grade 3 Scale

Name: _____

Date: _____

Essay Topic: _____

		Pts	Self	Peer	Adult
Appropriate to Task					
	Strong connections to the text (2 or more)	1			
Who? (Narrator and/or Characters)					
	Character(s) actions, thoughts and feelings shown (2 per pt)	2			
	Skillful dialogue use develops events or shows responses (3 or more)	1			
When? (Situation: Time)					
	Provides detailed time (dark evening, sunny morning)	1			
Where? (Situation: Location)					
	Provides detailed location (Large, grey house, grassy backyard)	1			
What Does the Character(s) Do or Want to Do? (goal emerges)					
	Character(s) responds to situations with implied or stated goal Kick off is present, works well and is interesting, creative, unusual	1			
What Happens?					
	Organized event sequence unfolds naturally	1			
	Character(s) response to situations is ongoing	1			
	Temporal words and phrases signal event order	1			
	Descriptive details of actions, thoughts and feelings develop events (3 per point)	5			
How Does the Story End?					
	Provide sense of closure	1			
How Does the Character Feel/React? What is Learned? (Wrap Up)					
	Character's final response evokes reaction from the reader such as surprise, emotion, humor or higher realization.	1			
	Central message wraps up clearly	2			
Conventions					
	CCSS grade level: handwriting, spelling, punctuation, grammar	1			
Total		20			
Done Well:					
Goals:					

Informative Writing Grade 3 Scale

Essay Topic:		Points	Adult	Peer	Self
Topic Introduction					
	Introduce topic	1			
Important Evidence and Detailed examinations (related information grouped & ties to introduction)					
ID 1	Topic is developed with key facts, definitions and details	1			
	Examination of facts, definitions and details is clear	2			
ID 2	Topic is developed with key facts, definitions and details	1			
	Examination of facts, definitions and details is clear	2			
ID 3	Topic is developed with key facts, definitions and details	1			
	Examination of facts, definitions and details is clear	2			
This scale does not set the number of sentences or paragraphs. If more than 3 IDs, choose 3 to score randomly.					
Ending					
	Concluding statement or section provided	1			
Language					
	Chooses words and phrases for effect. Produce simple, compound and complex sentences.	1			
Links					
	Linking words and phrases connect ideas	1			
Conventions					
	CCSS grade level: grammar, punctuation, spelling	1			
Evidence of planning, revising and editing present					
	Planner and improvements made are visible or attached	1			
Total					
Done Well:					
Goals for Next Writing Piece:					

Opinion Writing Grade 3 Scale

Name: _____

Date: _____

Essay Topic: _____

		Pts	Adult	Peer	Self
Topic Introduction					
	Introduce topic	1			
	State opinion	1			
Reasons and explanation (related to topic introduction)					
R 1	Reason supports opinion	1			
	Reason shows understanding of topic	2			
R 2	Reason supports opinion	1			
	Reason shows understanding of topic	2			
R 3*	Reason supports opinion	1			
	Reason shows understanding of topic	2			
*3 reasons not expected/required. If student uses more than 3 reasons, choose 3 to score randomly.					
Ending					
	Provide a concluding statement or section	2			
Links					
	Use linking words and phrases to connect opinion and reasons	1			
Language					
	Chooses words and phrases for effect. Produce simple, compound, and complex sentences.	3			
Conventions					
	CCSS grade-level appropriate: grammar, punctuation, spelling	2			
Evidence of planning, revising, and editing present					
	Planner and improvements made are visible or attached	1			
Total					
Done well:					
Goals for next writing piece:					