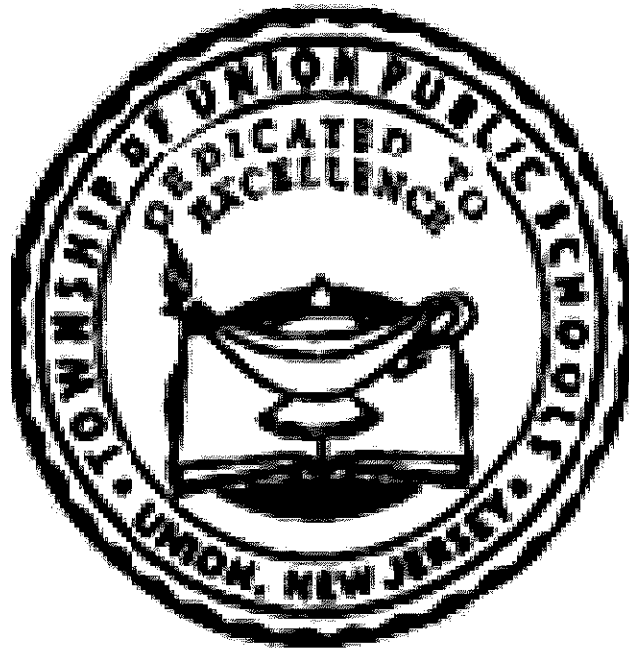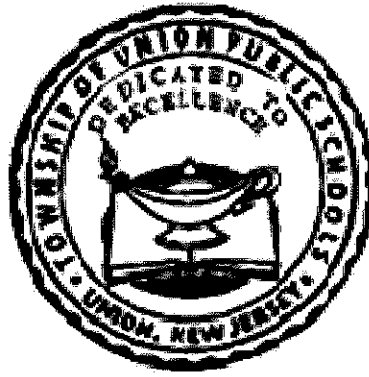# TOWNSHIP OF UNION PUBLIC SCHOOLS

Grade 3 Language Arts
Curriculum Guide
2015

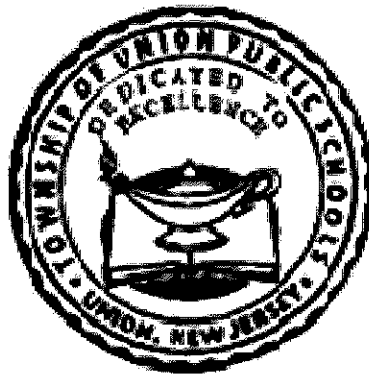# Board Members

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Language Arts
Grade 3

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Jaclyn Vincent

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

➤ Develop reading, writing, speaking, listening, and mathematical skills.
➤ Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
➤ Acquire and use the skills and habits involved in critical and constructive thinking.
➤ Develop a code of behavior based on moral and ethical principals.
➤ Work with others cooperatively.
➤ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
➤ Acquire a knowledge and understanding of the physical and biological sciences.
➤ Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
➤ Appreciate and understand literature, art, music, and other cultural activities.
➤ Develop an understanding of the historical and cultural heritage.
➤ Develop a concern for the proper use and/or preservation of natural resources.
➤ Develop basic skills in sports and other forms of recreation.

Course Description

This curriculum guide has been formulated to enable third grade teachers in assisting students to meet the goals required to master the proficiencies outlined in the Common Core Standards for Language Arts Literacy. The guide consists of the standards and strands in the following areas: Reading, Writing, Speaking, Listening, and Viewing.

Recommended Textbooks

Macmillan/McGraw-Hill Treasures Textbooks, Workbooks, and Masters

Course Proficiencies

Students will be able to:

Reading

- Identify key ideas and details in Literature and Informational text. (RL.3.1-RL.3.3, RI.3.1-RI.3.3))
- Identify craft and structure in Literature and informational text.
  (RL.3.4-RL.3.6, RI.3.4-RI.3.6)
- Integrate knowledge and ideas in literature and informational text. (RL.3.7, RL.3.9, RI.3.7-RI.3.9)
- By the end of the year, read and comprehend literature, including stories and poetry, in the high end of grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.3.10)
- By the end of the year, read a nd comprehend informational text at the high end of grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.3.10)
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)
- Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Speaking and Listening

- Engage effectively in a collaborative range of discussions with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  (SL.3.1)
- Determine the main ideas to supporting details for a text read aloud or information presented in diverse media and formats.
  (SL.3.2)
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  (SL.3.3
- 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.3.4)
- Create engaging audio recordings of stories or poems; that demonstrate fluid reading at an understandable pace.
  (SL.3.5)
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
  (SL.3.6)

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (eg., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. (W.3.1)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases

(e.g., also, another, and more, but) to connect ideas within categories of information. Provide a concluding statement or section.
(W.3.2)

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.
(W.3.3)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
(W.3.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
(W.3.5)
- With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
(W.3.6)
- Conduct short research projects that build knowledge about a topic.
(W.3.7)
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
(W.3.8)
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
(W.3.10)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
(L.3.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
(L.3.2)
- Use Knowledge of language and its conventions when writing, speaking, reading, or listening.
(L.3.3)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
(L.3.4)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
(L.3.5)
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
(L.3.6)

Curriculum Units

Unit 1: Let's Learn

Unit 2: Neighborhoods and Communities

Unit 3: Express Yourself

Unit 4: Our Teams

Unit 5: Those Amazing Animals

Unit 6: Storytellers

Pacing Guide

Content	Number of Days
Unit 1: Let's Learn	25
Unit 2: Neighborhoods and Communities	25
Unit 3: Express Yourself	25
Unit 4: Our Teams	25
Unit 5: Those Amazing Animals	25
Unit 6: Storytellers	25

Unit 1: Let's Learn

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Identify how the character change throughout the story, and how is that change affected by the setting.	A,B,C,D,E,F	RL3.2, RL3.3, RL3.6, RL3.7
2.	Identify how details help readers make inferences about events in the plot using cause and effect.	A,B,C,D,E,F	RI3.3, RI3.6, RI3.7, RI3.8
3.	Identify elements of the author's craft, e.g. using similes, use of interesting words, humors.	A,B,C,D,E	R3.4, RL3.5
4.	Explain how the important details in a selection help support the main idea.	A,B,C,D,E,	RI3.2, RI3.6, RI3.7
5.	Compare and contrast the different characters in a story.	A,B,C,D,E,F	RL3.2, RL 3.3, RL3.6, RL3.7
6.	Make and confirm predictions before, during, and after reading a story.	A,B,C,D,E,F	RL3.2, RL 3.3, RL3.7
7.	Focus on a small moment when writing personal narrative.	D, E, L	W3.3
8.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A, B,C,D,E,F	RI 3.1, RL 3.1

Unit 2: Neighborhoods and Communities

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Sequence the main events of the plot in the correct order.	A,B,C,D,E,G	RL3.2, RL 3.3. RL3.6, RL3.7
2.	Connect pieces of information to draw conclusions from the text.	A,B,C,D,E,G	RL3.2, RL3.7, RI3.7
3.	Identify the details or facts that support the main idea.	A,B,C,D,E	RI 3.3, RI3.7, RI3.8
4.	Identify author's purpose.	A,B,C,D,E,G	RL3.2
5.	Identify what the author's big idea or theme of the story is.	A,B,C,D,E,G	RL3.2, RL3.6
6.	Focus on a small moment when developing expository writing.	D,E,L	W3.3
7.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A, B, C,D,E,G	RI 3.1, RL 3.1

Unit 3: Unit 3: Express Yourself

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Identify the topic and locate the author's stated purpose	A,B,C,D,E,H	RL.3.2, RL.3.9, RI.3.2,
2.	Summarize the plot's main events and think about the relationships of characters in a story, as well as the setting	A,B,C,D,E,H	RI.3.2, RI,3,8
3.	Identify explicit cause and effect relationships among ideas in a text	A,B,C,D,E,H	RI.3.7, RI.3.8
4.	Describe relationships among ideas in a text organized by sequence	A,B,C,D,E,H	RI.3.8, RL.3.3
5.	Make inferences about characters and story events that are not directly stated	A,B,C,D,E,H	RL.3.2, RL.3.3,
6.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	A,B,C,D,E,H	RL.3.1,RI.3.1
7.	Write informative and explanatory pieces.	D,E,L	W.3.2, W.3.2a, W.3.2c, W.3.3c, W.3.5

Unit 4: Our Teams

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Connect information to draw conclusions about the characters and events in a story	A,B,C,D,E,I	RL.3.3, RI.3.3
2.	Explain the story's theme as the message authors want to tell the readers in a story	A,B,C,D,E,I	RL.3.2, RI.3.2
3.	Analyze how the organization of a text influences the relationships among ideas	A,B,C,D,E,I	RL.3.7, RI.3.7, RI.3.8
4.	Summarize and sequence the plot's main events to find the problem in a story	A,B,C,D,E,I	RL.3.3, RI.3.8
5.	Describe relationships among ideas in a text organized by sequence	A,B,C,D,E,I	RL.3.3, RI.3.8
6.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	A,B,C,D,E,I	RL.3.1,RI.3.1
7.	Write narratives to develop real or imagined experiences or events.	D,E,L	W.3.1c, W.3.1d W.3.3, W.3.2c, W.3.3c, W.3.5

Unit 5: Those Amazing Animals

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Explain how the important details in a selection help support the main idea of the text.	A,B,C,D,E	RI 3.2, RI3.6, RI3.7
2.	Analyze how the organization of a text influences the relationship among ideas.	A,B,C,D,E,H,I,J	RL3.7, RI3.7, RI3.8
3.	Identify how specific details help readers make inferences about the story's plot using cause and effect.	A,B,C,D,E,H,I,J	RI3.3, RI3.6, RI3.7, RI3.8
4.	Explain how readers connect pieces of information to draw conclusions from the text.	A,B,C,D,E,H,I,J	RL3.2, RL3.7,RI 3.7
5.	Describe how readers use comparison as text structure to analyze text.	A,B,C,D,E,F	RL3.4, RL3.5, RL3.6, RL3.7, RL3.9
6.	Ask and answer questions to demonstrate understanding of a text referring explicitly to text as the basic for answers.	A,B,C,D,E,H,I,J	RL 3.1, RI3.1
7.	Focus on developing expository writing to do a research report.	D,E,L	W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5

Unit 6: Storytellers

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Identify details from the story to make inferences about events not directly stated.	A,B,C,D,E,	RL.3.2, RL.3.3
2.	Summarize the plot's main events and explain how they will influence future events.	A,B,C,D,E,H,I,J	RL3.2, RI3.2
3.	Compare text structure to describe relationships within the ideas of the text.	A,B,C,D,E,H,I,J	RL3.4, RL3.5, RL3.6, RL3.7, RL3.9
4.	Compare and contrast story characters in order to describe their relationships and identify change.	A,B,C,D,E,H,I,J	RL.3.3, RI.3.3
5.	Describe how the characters change throughout the story and how the changes were affected by the setting.	A,B,C,D,E,H,I,J	R.L3.3, R.L3.7,
6.	Ask and answer questions to demonstrate understanding of a text referring explicitly to text as the basic for answers.	A,B,C,D,E,H,I,J	RL 3.1, RI3.1
7.	Write opinion pieces.	D,E,L	W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5

Objectives achieved through reading and analysis of the following texts and assessments:

A. Treasures Text Book	H. *Charlie and the Chocolate Factory*
B. Selection Test	I. *Runaway Ralph*
C. Unit Assessment	J. *Charlotte's Web*
D. Daily Journal	K. *Spaceheadz*
E.Teacher Observation	L. Writing Rubric
F *Dinosaurs Before Dark*	
G. *Freckle Juice*	

Grade Level: Third

RL: Reading Standards for Literature	RI: Reading Standards for Informational Text
Key Ideas and Details	**Key Ideas and Details**
RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2: 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.	**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.	**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 language that pertains to time, sequence, and cause/effect.
Craft and Structure	**Craft and Structure**
RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	**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*.
RL.3.5: Refer to 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.	**RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	**RI.3.6:** Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**
RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	**RI.3.7:** Use information gained from illustrations, other visual elements (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).
(Not applicable to literature)	**RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.9: 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).	**RI.3.9:** 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	**Range of Reading and Level of Text Complexity**
RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas,	**RI.3.10:** By the end of the year, read and comprehend informational texts, including historical, scientific, and

and poetry, in the grades 2–3 text complexity band independently and proficiently.	technical texts, in the grades 2–3 text complexity band independently and proficiently.

RF: Foundational Skills: Third Grade

Phonics and Word Recognition

RF.3.1: 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.3.2: Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL: Speaking and Listening: Third Grade

Comprehension and Collaboration

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  a. 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).
  b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  c. Explain their own ideas and understanding in light of the discussion

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4: 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: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

W:Writing Standards: Third Grade

Text Types and Purposes

W.3.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
  a. Introduce the topic or book 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 and reasons.
  d. Provide a concluding statement or section.

W.3.2: 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: 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: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6: 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 Knowledge

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

(Begins in grade 4)

Range of Writing

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L: Language Standards: Third Grade

Conventions

L.3.1: Observe conventions of 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., *childhood*).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., *I walked; I walk; I will walk*) 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: Observe conventions of capitalization, punctuation, and spelling when writing.
  a. Capitalize important 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 studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  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.

Effective Language Use

L.3.3: Use language to achieve particular effects when writing or speaking.
  a. Choose words and phrases for effect.*

Vocabulary Acquisition and Usage

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range 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., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5: 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., *take steps*).
  b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Grade 3
Condensed Scoring Rubric for Prose Constructed Response Items

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates **full comprehension** by providing an **accurate** explanation/ description/comparison and by referencing the texts explicitly.	The student response demonstrates **comprehension** by providing a **mostly accurate** explanation/ description/comparison and by referencing the text(s) explicitly.	The student response demonstrates **limited comprehension** and may reference the text(s) explicitly.	The student response does not demonstrate comprehension of the text(s).
Writing Written Expression	The student response • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task by using **clear** reasoning and **relevant, text-based** evidence; • **consistently demonstrates purposeful and controlled organization;** • uses language to express ideas with clarity.	The student response • addresses the prompt and provides **some** development of the topic that is **generally appropriate** to the task by using reasoning and **relevant, text-based** evidence; • **generally** demonstrates **purposeful and controlled organization** • uses language to express ideas with **some** clarity.	The student response • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task by using **limited** reasoning and **text-based** evidence; *or* • is a developed, text-based response with **little or no awareness** of the prompt; • demonstrates **purposeful** organization that **sometimes is not controlled;** • uses language to express ideas with **limited** clarity.	The student response • is **undeveloped** and/or **inappropriate** to the task; • demonstrates **little or no** organization; • does not use language to express ideas with clarity.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may be a few minor errors** in mechanics, grammar, and usage, but **meaning is clear.**	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may be** errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.**	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may be** errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.**

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing **Written Expression**	The student response • **is effectively developed with narrative elements and is consistently appropriate to the task;** • consistently **demonstrates purposeful and controlled organization;** • **uses language to express ideas with clarity.**	The student response • **is developed with some** narrative elements and is **generally appropriate to the** task; • **demonstrates purposeful and controlled organization;** • **uses language to express ideas with some clarity.**	The student response • **is minimally developed with** few narrative elements and is **limited in its appropriateness to the task;** • **demonstrates purposeful** organization that **sometimes is not controlled;** • **uses language to express ideas with limited clarity.**	The student response • **is undeveloped and/or inappropriate to the task;** • demonstrates **little or no** organization; • **does not use language to express ideas with clarity.**
Writing **Knowledge of Language and Conventions**	The student response to the prompt demonstrates **full command of the conventions of** standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but **meaning is clear.**	The student response to the prompt demonstrates **some command of the conventions of** standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **occasionally impede understanding, but the meaning is generally clear.**	The student response to the prompt demonstrates **limited command of the conventions of** standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command of the conventions of** standard English. Frequent and **varied errors** in mechanics, grammar, and usage **impede understanding.**

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

Coded Responses: A=No response
B=Response is unintelligible or undecipherable
C=Response is not written in English D=Off-topic
E=Refusal to respond F=Don't understand/know

* This rubric is subject to further refinement based on research and study.