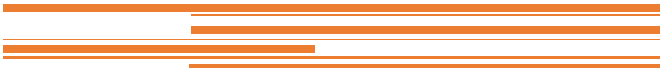# *Common Framework of Reference (CFR) Condensed: Grade 3*

Revised October 2020

PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

Introduction:

The following pages are a condensed version of the original CFR documents for reading and writing created in 2015 by the Ministry of Education in partnership Saskatoon Public School Division.

In order to make the document more user-friendly for classroom teachers, Prairie Spirit School Division sought to create a similar resource that teachers could use for the purposes of assessment, reporting to parents, and directing their teaching practice. Key features are as follows:

1. One document has been created *for each grade* to reduce superfluous material.
2. The rubric is intended to be compact and easy to scan visually as a single two-sided document. The descriptors come straight from the original CFR documents.
3. The rubric is formatted as a checklist for teachers to use as formative assessment.
4. The rubric includes a space for student information so that teachers can print one for each EAL student to easily track their progress.
5. An appendix is included with material referred to in the rubric (ie. Sight word lists, semantic maps, vocabulary templates, etc.).
6. Grade level expectations are included from the original document in order to make it applicable to all students.
7. Writing exemplars from the original document are included to assist teachers in comparing and scoring accuracy, not only for the EAL student but for all students.

The rubrics in this document are intended for teachers as a way of updating parents on student progress during parent teacher interviews and/or for conferring with other teachers on student achievement. **These rubrics are NOT intended to give to parents**.

General Overview for Grade Three Writing

A1.1	**Grades 3 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/print names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write/print a patterned sentence.**
A1.2	**Grades 3 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences in the present tense using familiar, learned patterns.**
A2.1	**Grades 3 students at A 2.1 begin to use descriptive words, prepositions, and transitional words. They are beginning to use the past tense and the singular and plural forms of words with growing accuracy. They can use straightforward sentences and expressions to describe such things as their surroundings, daily activities, and the people around them.**
A2.2	**Grades 3 students at A 2.2 can briefly describe an aspect of daily life, an event, or a personal experience including some concrete details. Students at the A 2.2 stage are beginning to use additional parts of speech and an increased range of grammatical structures.**
B1.1	**Grades 3 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing in a number of genres.**
B1.2	**Grades 3 students at B 1.2 can produce simple connected text on topics which are familiar or are of personal interest. B 1.2 students can describe experiences and events and briefly give reasons and explanations for opinions and plans. They can write brief descriptions of a process using appropriate transitional language.**

PRAIRIE SPIRIT SCHOOL DIVISION
Learners for Life

Grade 3 CFR Writing Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

Vocabulary

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Can print/write simple words, with assistance	Beginning to use descriptive words (e.g. color, shape, size) when writing about familiar subjects	Uses some descriptive words when writing about familiar topics	Has enough vocabulary to very briefly describe daily life, an event or personal experience, using simple language	Uses some academic vocabulary	Uses subject specific academic vocabulary
May write words of personal relevance (e.g. mom, dad)	Beginning to use content area vocabulary, with support	Uses simple prepositions (e.g. *in, on, above*)	Uses adjectives and adverbs to add detail	Uses prepositions with increased accuracy	Uses a variety of words including words with multiple meanings and word forms
	Labels a diagram or picture using a word list of known words	Produces personal word lists of familiar, recurring words	Fills in a simple gapped text with missing facts, names and content specific terms	Has sufficient vocabulary to write simple descriptions on several topics of interest	Uses prepositions accurately
	Writes simple descriptions of everyday objects (e.g. their home, a pet)	Writes simple descriptions such as where they live and directions on how to get there, using visuals for support			
	Fills in a gapped text using a word list of familiar vocabulary				

Conventions

A1.1 Conventions	A1.2 Conventions	A2.1 Conventions	A2.2 Conventions	B1.1 Conventions	B1.2 Conventions
Can write alphabet independently	Can represent sound-symbol relationships	Demonstrates knowledge of beginning and final blends (e.g. *bl-, -sk*)	Spells common, high-frequency words with increasing accuracy	Demonstrates knowledge of common spelling patterns	Uses grade/age appropriate conventions with accuracy
Holds writing tools effectively	Can use word families in writing	Attempts phonetic spelling for entire words	Demonstrates knowledge of digraphs (e.g. *th, ch*)	Edits own work, with support	Spells grade/age appropriate words with accuracy
Awareness of sound-symbol relationship	Writes simple sight words (e.g. *and, is, the*)	Writes increased number of sight words with greater accuracy	Edits own work, with assistance		Edits own work
Single letter may represent word (e.g. beginning consonant)	Attempts to use phonetic spelling for most words (e.g. beginning and ending consonants)	Begins to edit own word, with assistance			
	Spells his/her name and address				

Mechanics

A1.1 Mechanics	A1.2 Mechanics	A2.1 Mechanics	A2.2 Mechanics	B1.1 Mechanics	B1.2 Mechanics
May be separation between words	Attempts capital letters and periods	Uses capitalization and punctuation, with some errors	Begins to use more advanced punctuation, with support	Beginning to use advanced punctuation	Uses advanced punctuation (e.g. commas, apostrophes) at grade level
	Leaves spaces between most words	Leaves spaces between words most of the time	Uses capitals and final punctuation with increasing accuracy	Uses capitals and basic punctuation with increased accuracy	Capitalizes common, familiar words with few errors

Grammar & Syntax

A1.1 Grammar & Syntax	A1.2 Grammar & Syntax	A2.1 Grammar & Syntax	A2.2 Grammar & Syntax	B1.1 Grammar & Syntax	B1.2 Grammar & Syntax
Beginning to use singular and plurals, with assistance	Attempts the use of singular and plural	Uses singular and plural word forms	Uses simple grammatical structures	Demonstrates some control of word order, plurals and tenses	Demonstrates control of word order and plurals
	Can write in simple present tense using a sentence frame (e.g. *I like apples; I can jump*)	Writes short sentences in simple past tense on familiar topics	Uses pronouns, with errors	Experiments with inflected endings (e.g. *-ed, -ing*) and verb tenses	Uses inflected endings and multiple verb tenses with greater accuracy
		Attempts the use of inflected endings (e.g. *-ed, -ing*)	Writes short sentences using irregular past tense verbs (e.g. *ate, drank*)	Attempts subject-verb agreement	Uses subject-verb agreement with few errors

A1.1 Ideas	A1.2 Ideas	A2.1 Ideas	A2.2 Ideas	B1.1 Ideas	B1.2 Ideas
Relies on visuals or illustrations to convey meaning	Writes simple informal messages (e.g. birthday wishes, note on a postcard)	Writes and respond to brief, direct notes of greeting, invitation or thanks	Can provide descriptions of common objects or familiar places using short sentences	Writes short, simple descriptions on familiar topics using adjectives and adverbs	Writes about familiar topics using comparison and contrast words
May not attempt to write letters or words	Writes simple information about themselves (e.g. name, age, favorites)	Writes short notes expressing wants and preferences	Includes some concrete details in writing (e.g. *where, what, when*)	Writes short notes asking for or giving simple information	Describes objects of interest, explaining the advantages and disadvantages
May write L1 words to communicate	Labels personal drawings with familiar words (e.g. *dog, house*)	Uses direct sentences to describe surroundings, activities, and people	Writes key words during an oral presentation	Writes simple instructions on a familiar procedure, with assistance	Presents, in simple sentences, an opinion about an issue or event
Can write patterned, simple sentences on topics of personal relevance, with assistance			Can write a summary sentence of a text's main ideas	Reflects on classroom learnings	Writes simple instructions about familiar procedures using transitional language
				Writes about story elements (e.g. setting, plot) using a graphic organizer	Provides details about story elements (e.g. setting, plot) using a graphic organizer
					Writes a short summary of narrative or expository text-adds details, examples and explanations to convey meaning

A1.1 Organization	A1.2 Organization	A2.1 Organization	A2.2 Organization	B1.1 Organization	B1.2 Organization
Uses left to right directionality	Begins to connect ideas by topic	Writes and introduction and/or conclusion to a story, with assistance	Uses transition words (e.g. *but, because*)	Sequences text, with support	Sequences text
Can write on the line	Writes within the lines	Beginning to use transition words (e.g. *first, next, then*), with assistance	Uses connecting words to indicate chronological order (e.g. *after, next*)	Ideas generally stay on one topic	Writing is concise
		Ideas are on a single topic	Develops a timeline for a topic		

A1.1 Form	A1.2 Form	A2.1 Form	A2.2 Form	B1.1 Form	B1.2 Form
Writes patterned sentences, with support	Copies words and simple phrases being learned in class	Labels charts, diagrams, and maps	Writes compound and complex sentences, with assistance	Writes a description of a familiar event, person or object	Can write a variety of sentence types including complex sentences
Can copy or print own name	Writes a simple sentence using a familiar, learned pattern	Copies dates and facts from short simple text	Writes simple stories (e.g. *My best day ever*)	Writes a simple paragraph, with support	Writes short, descriptive, narrative, or expository text
Can copy or print labels on familiar objects in a picture or diagram	Copies short sentences from the board	Can create patterned sentences following a model	Writes straightforward questions	Writes complex sentences	Can produce writing in a variety of genres
	Writes and responds to simple questions using a sentence frame	Can write simple questions following a model	Writes short personal text (e.g. letter, note)	Can produce writing in more than one genre (e.g. report, journal)	Writes short summaries of narrative or expository texts
		Can respond to simple questions using a sentence frame	Commonly overuses conjunctions (e.g. *and, then*)		Writes personal letters describing feelings, experiences and reactions

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 3

A **Grade Three** student <u>meeting curricular expectations</u> demonstrates control over many elements of language and communication. By the end of June, students communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure (if appropriate to the form) and interesting detail.

VOCABULARY • Knowledge of words • Word choice	✓ Chooses and uses specific descriptive words. ✓ Uses language that is straightforward, clear, and appropriate.
CONVENTIONS • Phonemic awareness • Print knowledge • Spelling	✓ Uses compound words and contractions correctly. ✓ Spells correctly easy multi-syllable words and common high-frequency words. ✓ Uses Canadian spelling of words. ✓ Uses phonics and memorized spelling rules (e.g., stop/stopped) to increase spelling accuracy. ✓ Revises and polishes compositions. ✓ Uses cursive writing with some support.
MECHANICS • Punctuation • Capitalization	✓ Uses, writes, and punctuates (including using the comma) complete sentences. ✓ Capitalizes names, dates, books, and places. ✓ Uses the apostrophe in common contractions.
GRAMMAR AND SYNTAX	✓ Writes complete sentences of varied lengths (average length in writing is 7.5 words). ✓ Uses correct subject-verb agreement. ✓ Uses verbs, adjectives, and adverbs correctly. ✓ Uses connecting words and phrases (e.g., in the morning, but, finally, etc.) ✓ Uses irregular plurals correctly (e.g., children).
IDEAS • Meaning • Details • Clarity	✓ Ideas and content are adequately developed through details and examples. ✓ Uses sufficient detail to make ideas clear.
ORGANIZATION • Sequencing • Coherence • Transitioning	✓ Produces clear, focused text with ideas presented coherently. ✓ Remains on topic and the compositions make sense. ✓ Creates compositions that have some flow.
FORM • Following models • Using different genres • Using sentence variety	✓ Creates short texts including informational texts, explanations of procedures, narratives, personal letters, learning logs, imaginative stories, and poems. ✓ Uses some variety in sentence length and structure.

Learner Profile for EAL A 1.1

Sheree is a Grade Four student whose writing is at a low level of A 1.1.

> I Ioec Sokr Bldas is kuo
> I Iacc playskro Bkas I isap roak
> Horeks

In the sample, you will see that Sheree:

- Writes/prints simple words with assistance;
- Writes alphabet independently;
- Is aware of sound-symbol relationships;
- Leaves separation between words;
- Uses left to right directionality;
- Writes/prints on paper's lines;
- Writes own name.

Learner Profile for EAL A 1.2

Naheed is a Grade Four student whose writing is at the A 1.2 level.

> I like cricket. It has a ball and bat. I like it because
> it is fun. cricket bat weight is 1 kg and ball is very hard.
> It has fast baller spiner and meadiam fast baller.
> I love cricket.
> The End.

In the sample, you will see that Naheed:

- Is beginning to use descriptive words (hard, fast, medium);
- Writes simple descriptions of everyday objects;
- Writes simple sight words (is, has);
- Represents sound-symbol relationships (meadiam);
- Attempts capital letters and periods;
- Writes on the lines;
- Writes a simple sentence using a familiar learned pattern.

Learner Profile for EAL A 2.1
Nayani is a Grade Three student whose writing is at the A 2.1 level.

Tell about your favorite hobby
sport.

Explan why you like it.
Explan how you plays it.
My favorite hobby iis bike.
I am sit on my bike then
i am Go away.
I bay a bike on the Store.
My bike is varr bouteisull.
My Cozians have a little bikes.
and my bother have a bike to.
and then I rase all to go.
then I am fornt of the People.
My little sister have a bike
to. and then I am and my
bother and sister and my cozians
and then my cozians is
Say Eysha It is so fun on
the bike and then am a rest on
Grohing a my bed I am
Gat of my bed and then I
am going a Park.

In the sample, you will see that Nayani:

- Uses some descriptive words when writing about a familiar topic (beautiful, little);
- Attempts phonetic spelling for entire words (cozians, beuteifull);
- Uses capitalization and final punctuation;
- Writes a growing number of sight words accurately;
- Writes straightforward sentences to describe daily activities.

Learner Profile for EAL A 2.2

Leyn is a Grade Four student whose writing is at the A 2.2 level.

How To Play Tether Ball

Did you ever play tether ball?
Tether ball is fun to play.
You can play it with your
friends. If you didn't now how
to play tether ball this is
how you play it. First
there should be a cirkle and
it has a line across it. A person
or or much you want has to
be in that line and if you
rap the ball around the pole
your the winner. And thats

In the sample, you will see that Leyn:

- Has sufficient vocabulary to briefly describe an aspect of daily life;
- Spells common, high-frequency words with increasing accuracy;
- Is beginning to use more advanced punctuation like the question mark and exclamation point;
- Uses simple grammatical structures;
- Writes a short summary sentence;
- Uses important transitional words (first);
- Writes compound sentences independently.

Learner Profile for EAL B1.1

Adeela is a Grade Four student whose writing is at the B1.1 level.

Tag

Why you like it

I like because it is good for your body. It also gets your body active. Their is lots of running involved it. You feal so good when you are the last one that has not got caught by that person. when you are the last one you win. ♡

How you play

First you need four on five people to play. Then you need a person who will be itt. After that the person will stand somewhere. Afterward the four people will stand a little bit far from that person that is itt. When he on she is done counting to 10. Then that person will run and try to catch the four people.

In the sample, you will see that Adeela:

- Has sufficient vocabulary to print simple descriptions on a familiar topic of interest;
- Uses capitols and basic punctuation with increasing accuracy;
- Demonstrates some facility with word order;
- Demonstrates some facility with plurals;
- Experiments with tenses and inflected endings (running, counting);
- Sequences text with support;
- Ideas are generally on one topic;
- Writes a simple paragraph with support.

Learner Profile for EAL B 1.2
Anand is a Grade Four student whose writing is at the B 1.2 level.

> Compare and Contrast Family
>
> Have you ever wondered what family means to you? Families all over the world have same differences but they also have some things in common. Most importantly, families care for eachother and spend valuable time together. However, families come from different countries and have different cultures.
>
> Every family in the world has differences but families also have so much in common. Everyone in a family cares for eachother. I help my brother with his work, the same as everyone is helping eachother in the picture, which is a way of showing you care. Whenever my sister gets hurt I help her up, give her medicine and I tell her to rest, similar to the family in the picture. As a family, Everyone knows eachother well because they spend valuable time together. I usually go to the park and spend some time with my family just like other families in the park. The family in the picture looks like they're happy and listen to eachother, just as my family does. We share our daily experiences with eachother and usually laugh at what we did.
>
> What do you think makes a family different from other families? People immigrate from different countries and from different families. Some families are the same race, others are inter racial. The father in the picture of the family looks like African-American but all my family is from Asia. People may come from different countries but still they make a nice family. People in a family may look different but still they are a part of family. Families have different cultures and they dress differently. The mother in the picture isn't wearing a scarf but in our family we usually wear scarves.
>
> I will say that families are both similar and different in many ways. In summary, some similarities are family members care for eachother and spend valuable time together. While the differences are: families come from different countries and have different cultures. What makes your family similar or different from other families?

In the sample, you will see that Anand:

- Uses grade appropriate conventions and spelling for the most part;
- Demonstrates considerable control of word order and the formation of plurals (friends, rules, people);
- Uses multiple verb tenses (is, are playing, will become) and subject verb agreement with increasing accuracy;

- Writes simple instructions about familiar procedures;
- Sequences text;
- Writes brief descriptions using appropriate transitional language (first, second, after that, while);
- Uses a variety of sentence structures.

General Overview Grade Three Reading

A1.1	**Grades 3 students at A 1.1 understand left-right directionality. They can identify and produce all sounds of the alphabet. Students at this level rely heavily on illustrations to make meaning.**
A1.2	**Grades 3 students at A 1.2 read in 2-3 word phrases. They begin to use patterns to read predicable text. With guidance, they are able to activate prior knowledge, answer questions and make text to self connections.**
A2.1	**Grades 3 students at A 2.1 are able to read patterned and predictable text in chunks or phrases. They are beginning to recognize and understand pre-taught vocabulary. They are able to use text features to predict content.**
A2.2	**Grades 3 students at A 2.2 begin to use contextual clues to work out unknown words. They are beginning to be able to categorize words into sets or groups. They are beginning to read familiar text with appropriate speed and expression.**
B1.1	**Grades 3 students at B 1.1 are beginning to read familiar text with appropriate expression, phrasing and intonation. They regularly use context clues to resolve unknown words and are beginning to demonstrate automaticity. They back track and self-correct to ensure meaning.**
B1.2	**Grades 3 students at B 1.2 understand most grade level vocabulary. They regularly use context clues to determine meaning. They read with increasingly appropriate expression speed, expression, phrasing and intonation. Their reading demonstrates automaticity and competent, active word solving.**

Prairie Spirit School Division — Learners for Life

Grade 3 CFR Reading Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Phonological & Phonemic Awareness	A1.2 Phonological & Phonemic Awareness	A2.1 Phonological & Phonemic Awareness	A2.2 Phonological & Phonemic Awareness	B1.1 Phonological & Phonemic Awareness	B1.2 Phonological & Phonemic Awareness
Mimics phonemes	Identifies and recognizes beginning sounds and digraphs (e.g. *th, sh, ch*)	Identifies and recognizes medial vowel sounds in words	Begins to identify and recognize diphthongs (e.g. *ow, oo, oi*)	Recognizes diphthongs (e.g. *ow, oo, oi*)	Demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness
Identifies and produces all sounds of the alphabet	Identifies and recognizes common beginning blends (e.g. *bl, tr, st, sk*)	Identifies and recognizes most beginning blends	Begins to recognize trigraphs (e.g. *sch, str*)	Recognizes trigraphs (e.g. *sch-, squ-*)	
Identifies beginning sounds of words	Identifies, produces and recognizes end sounds of words	Identifies and recognizes inflected endings (e.g. *-s, -ing*)	Generates some rhyming words	Begins to recognize irregular spellings (e.g. *ph-, -ough*)	
Recites the alphabet	Begins to identify and recognize medial vowel sounds in words	Begins to identify and recognize final blends (e.g. *-nd, -mp*)	Manipulates words by adding or removing phonemes		
Recognizes sound symbol relationship of most letters	Begins to segment and blend phonemes (e.g. *d-o-g = dog*) and graphemes	Segments and blends most common graphemes	Recognizes rhyming words with differing spelling (e.g. *sneeze, Belize*)		
	Segments polysyllabic words	Knows common phonetic rules (e.g. final e)	Identifies and recognizes final blends (e.g. *-nd, -mp*)		
	Recognizes word families (e.g. *cat, hat*)	Begins to recognize common vowel digraphs (e.g. *ee, oa*)	Recognizes common vowel digraphs (e.g. *ee, oa*)		

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Relies on illustrations to make meaning	Uses illustrations to identify unknown words	May substitute a word with a different tense (e.g. *I seen* vs. *I saw*)	Begins to use context clues to solve unknown words	Regularly uses context clues to solve unknown words	Understands most vocabulary in grade level text
May only identify objects in illustration	May substitute alternate word based on an illustration (e.g. *forest* vs. *trees*)	May interchange masculine/feminine words (e.g. *he/she*)	Recognizes and understands pre-taught vocabulary	Begins to recognize homonyms and homophones	Recognizes homonyms and homophones
Understands some environmental labels (e.g. calendar, word wall)	Understands most environmental labels (e.g. calendar, word wall)	Begins to recognize and understand pre-taught vocabulary	Understands the meaning of most inflected endings (e.g. -ed is used for past tense)	Uses an illustrated dictionary to look up meaning of word	Uses a graphic organizer to provide synonym/ antonym for word from text
		Understands the meaning of some inflected endings (e.g. *-ed, -s*)	Uses a graphic organizer to illustrate meaning of word from text	Begins to dissect compound words to predict meaning	Begins to use a dictionary
		Understands environmental labels (e.g. calendar, word wall)	Begins to classify and categorize words into sets or groups	Begins to examine simple affixes in a word to determine meaning (e.g. *-un,-ly*)	Dissects compound words to predict meaning
			Begins to recognize cognates (e.g. *family/familia*)	Begins to create semantic maps to convey word relationships	Examines simple affixes in a word to determine meaning (*e.g. -un, -ly*)
				Uses a graphic organizer to define word from text	Creates semantic maps to convey word relationships
				Classifies and categorize words into sets or groups	Begins to identify analogies (e.g. *dog/mammal; parrot/bird*)
				Begins to apply knowledge of cognates (e.g. *family/familia*)	Regularly applies knowledge of cognates

A1.1 Visual Processing	A1.2 Visual Processing	A2.1 Visual Processing	A2.2 Visual Processing	B1.1 Visual Processing	B1.2 Visual Processing
Understands left-right directionality	Begins to use patterns to read predictable text	Reads patterned and predictable text	Begins to use advanced text features (e.g. glossary, table of contents, headings)	Uses key words, diagrams, and illustrations to support reading comprehension	Reads graphs to obtain information
May track word-by-word	Begins to use text features (e.g. title, illustrations, author)	Regularly uses text features (e.g. title, illustrations, author)		Uses advanced text features (e.g. glossary, table of contents, headings)	Regularly uses sources of reference found in text to enhance comprehension
	Distinguishes between fictional and factual text			Begins to read graphs to obtain information	

A1.1 Fluency	A1.2 Fluency	A2.1 Fluency	A2.2 Fluency	B1.1 Fluency	B1.2 Fluency
May read word-by-word in isolation	Reads in 2-3 word phrases	Reads in chunks or phrases	Begins to read familiar text with appropriate speed	Begins to read familiar text with appropriate expression, phrasing and intonation	Reads with increasingly appropriate speed, expression, phrasing and intonation
Engages in choral reading, with errors	May read line by line without regard for punctuation	Stops at periods	Begins to use expression when re-reading familiar text	Begins to demonstrate automaticity (i.e. automatic word recognition)	Decodes most grade-appropriate words
Recognizes thirty or more sight words	Decodes simple CVC words	Decodes simple CCVC words	Uses simple punctuation to guide expression (e.g. *?.!*)	Recognizes three hundred or more sight words	Uses advanced punctuation to guide expression and phrasing (e.g. , *""*)
	Engages in choral reading	Recognizes seventy-five or more sight words	Decodes common words		Demonstrates automaticity (i.e. automatic word recognition)
	Recognizes fifty or more sight words		Recognizes one hundred fifty or more sight words		Recognizes five hundred or more sight words

A1.1 Comprehension pre-reading	A1.2 Comprehension pre-reading	A2.1 Comprehension pre-reading	A2.2 Comprehension pre-reading	B1.1 Comprehension pre-reading	B1.2 Comprehension pre-reading
Engages in a picture walk, with support	Activates prior knowledge, with guidance (e.g. completes KWL)	Activates prior knowledge	Understands purpose for reading (e.g. to entertain, to obtain information)	Selects text for purposefulness	Evaluates a book for its purposefulness (e.g. finding a research book)
	Asks questions, with guidance	Generates and answers simple questions (*Where is she going?*)	Generates and answers deep-thinking questions (*Why would she be going there?*)	Demonstrates an awareness of genres (e.g. folk tales, comics, graphic novels)	Reads and evaluates synopsis, with support
		Uses text features (e.g. title, illustrations) to predict content	Evaluates a text to determine readability	Evaluates a book for its purposefulness (e.g. finding a research book), with support	
		Evaluates a text to determine readability, with support			

A1.1 Comprehension during reading	A1.2 Comprehension during reading	A2.1 Comprehension during reading	A2.2 Comprehension during reading	B1.1 Comprehension during reading	B1.2 Comprehension during reading
Uses illustrations to recognize text topic	Makes text-self connections, with guidance	Makes text-self connections	Makes text-text connections	Makes text-world connections, with support	Makes text-to-world connections
		Makes and reflects upon some predictions based on illustrations	Backtracks and self-corrects to ensure meaning, with prompting	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Regularly makes connections while reading
		Follows a set of clear-cut instructions (e.g. directions for a simple craft project)	Makes and reflects upon ongoing predictions based on illustrations and storyline		Demonstrates competent, active word solving while reading at a good pace
			Make predictions about the solution to the problem of a story	Backtracks and self-corrects to ensure meaning	Realizes when more information is required to understand text

A1.1 Comprehension post-reading	A1.2 Comprehension post-reading	A2.1 Comprehension post-reading	A2.2 Comprehension post-reading	B1.1 Comprehension post-reading	B1.2 Comprehension post-reading
Demonstrates very basic knowledge of text by retelling one or two main points	Identifies main character and setting in a story	Revisits text to find important information	Infers characters' feelings	Talks about characters' feelings and provide evidence from text	Empathizes with character's feelings and motivations
	Reflects on new learning, with guidance (e.g. adding to KWL)	Infers characters' feelings, with support	Hypothesizes how characters could have behaved differently, with support	Hypothesize how characters could have behaved differently	Understands writing techniques appropriate to genre (e.g. humour)
		Identifies problem and solution, with support		Understands writing techniques appropriate to genre (e.g. humour), with support	
	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Reflects on new learning (e.g. adding to KWL)	Identifies problem and solution	Identifies moral of story	Explains writer's use of specific words to convey meaning (e.g. shouted, cried), with support
			Begins to identify moral of story	Identifies simple cause-effect relationships	
		Demonstrates knowledge of text by retelling main points and a few supporting details		Justifies preference for a book, with support	Justifies preference for a book
			Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by summarizing main points and key supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 3

A grade 3 student meeting curricular expectations uses a variety of strategies to determine the meaning of unfamiliar words. This student reads orally with appropriate fluency, accuracy and expression, self-monitoring for meaning and rereading when meaning is not clear. They can offer a supported interpretation of text as well as make s direct and concrete connections to self, other texts and the world.

Phonics & Phonemic Awareness	✓ Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i) and easy multi-syllabic words.
Vocabulary Acquisition	✓ Uses a variety of strategies to determine the meaning of unfamiliar words (e.g., uses context, breaks into syllables, recognizes common word families, uses the sound of a word, utilizes a dictionary) ✓ Uses knowledge of common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -ing, -er, -est, -ful) to comprehend words in different forms (e.g., happy/unhappy; play/played; sing/singing; nice/nicest). ✓ Understands frequently used specialized terms common to a subject area. ✓ Recognizes word play (e.g., homonyms, synonyms and repetition).
Visual Processing	✓ Recognizes key features in text (e.g., use of colour, size of illustration, illustrator's style, bold typeface) that affect meaning and identifies purpose for these visual features ✓ Uses knowledge of word order to determine meaning of sentences. ✓ Uses the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning. ✓ Use punctuation to help understand meaning (including question mark, exclamation mark and comma). ✓ Identifies and explains different forms of text (e.g., story, play, poem, legends, fables, informational texts). ✓ Uses knowledge of the elements and organization of different texts (e.g., comparison, goal/problem/solution, description, sequence, cause and effect). ✓ Identifies conventions of texts (e.g., chapter titles, table of contents, glossary).
Fluency	✓ Reads orally with appropriate fluency, accuracy and expression. ✓ Reads orally and silently (e.g., 10 to 15 minutes) for enjoyment and information and moves comfortably from oral to silent reading. ✓ Monitors for meaning and rereads when meaning is not clear. ✓ Reads and rereads texts to increase fluency (80-110 wcpm orally; 120-170 silently) and comprehension.
Comprehension: *pre-reading*	✓ Uses, *with practice and teacher support*, the important pre-reading strategies relevant to the task. ✓ Draws on prior knowledge and experience. ✓ Makes predictions of what text will be about. ✓ Sets purpose for reading.
Comprehension: *during-reading*	✓ Reads a variety of text forms (e.g., fiction, script, poetry and non-fiction). ✓ Uses, *with practice and teacher support*, during-reading strategies relevant to the task. ✓ Identifies main ideas. ✓ Makes connections and inferences. ✓ Asks questions to self-monitor. ✓ Adjusts rate and strategies as required to make meaning ✓ Notes key and supporting ideas and extracts appropriate and significant information.

Comprehension: *post-reading*	✓ Uses, *with practice and teacher support*, important post-reading strategies relevant to the task.
	✓ Responds to questions or tasks accurately, clearly and completely.
	✓ Recalls, paraphrases and summarizes text.
	✓ Retells and sequences ideas and events from text.
	✓ Identifies and describes specific details and feelings in text.
	✓ Responds personally to text, offering supported responses and opinions.
	✓ Offers a supported interpretation of text.
	✓ Makes direct and concrete connections to self, other texts and world.
	✓ Interpret poetry and infer main ideas, lessons, or morals in a variety of prose selections.
	✓ Evaluates author's content, craft and techniques.
	✓ Re-reads and reviews as necessary to enhance understanding.
	✓ Reads and follows simple written multi-step instructions (e.g., how to assemble a product or play a board game).
	✓ Reads and responds to functional and instructional messages in the environment (e.g., announcements, menus, invitations)
	✓ Reflects on own reading abilities and strategies.
	✓ Sets personal goals for reading.

Grade 3 CFR Speaking Rubric

PRAIRIE SPIRIT SCHOOL DIVISION — *Learners for Life*

Student Name:	Primary Language:	Current CFR:
Teacher:	**School:**	**School Year:**	**Year End CFR:**

Vocabulary

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Repeats words, phrases, and memorized chunks of language related to different topics	Begins to generate phrases and word combinations related to different topics	Begins to speak in a series of connected simple sentences (e.g. may be pauses)	Speaks in a series of connected simple sentences	Begins to use compound and complex sentence structures	Uses a wide range of grade appropriate compound and complex sentence structures
Names / identifies everyday items (e.g. classroom objects)	Begins to identify and use familiar nouns and verbs	Uses familiar nouns and verbs	Begins to use a wider variety of nouns and verbs	Uses a wider variety of nouns and verbs	Continues to develop a wide variety of grade appropriate nouns and verbs
May use limited descriptive words with assistance (e.g colours, big, small)	Begins to describe objects using simple adjectives	Begins to describe familiar topics using more complex adjectives	Begins to use increasingly advanced adjectives, with support	Uses increasingly advanced adjectives, with prompting	Uses grade appropriate adjectives to enhance meaning
	Begins to use limited content area vocabulary, with assistance	Uses limited content area vocabulary, with assistance	Uses content area vocabulary, with support	Uses content area vocabulary independently	Continues to use and develop a variety of grade appropriate content and academic vocabulary
		Begins to use academic words, with assistance	Uses academic words, with increased accuracy	Uses academic words frequently	

Meaningful Communication

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Uses visuals or gestures to contribute to conversations or meet basic needs	Expresses wants and needs through single words, accompanied by gestures	Expresses wants errors and needs with short phrases, accompanied by gestures	Expresses wants and needs with short phrases	Expresses and justifies with some details	Expresses and justifies wants and needs with increased details
Expresses lack of understanding through gestures	Expresses a lack of understanding through single words, accompanied by gestures	Expresses lack of understanding through learned phrases	Begins to explain to a teacher where s/he is having difficulty or asks someone to repeat/rephrase	Explains to the teacher where s/he is having difficulty or asks appropriate questions to ensure understanding	Asks specific questions to help solve difficulties
Answers yes / no questions about stories or experiences	Responds to familiar questions using single word or short phrases	Responds to familiar questions using learned or memorized phrases. Begins to form detailed questions.	Responds to questions using sentences frames, with assistance	Begins to respond to academic questions, with assistance (e.g. sentence frames, sentence starters)	Responds to academic questions, with assistance
Mimics one or two learned expressions in a variety of contexts	Begins to engage in familiar social conversations using short phrases and sentences	Engages in familiar social conversations, using short phrases and sentences	Engages in social conversations about everyday matters and academic discussions, using short phrases and sentences	Engages in social conversations, with few errors - academic discussions with prompting	Easily engages in social conversation—elaborates on ideas in academic discussions
May go through silent period	May use L1 word to compensate for a lack of vocabulary	Begins to engage in academic discussions using short phrases and sentences, with assistance (e.g. sentence frames)	Relies on circumlocution to express meaning (e.g. "hand clock" = watch)	Ideas and meaning are becoming more concise	Ideas and meaning are expressed concisely
Forms fragmented questions, single words and memorized phrases	Uses simple transition words (e.g. and, but, or)	May use simple vocabulary and gestures to "talk around" the unknown word (circumlocution)	Uses transition words (e.g. for, so, when, if...then)	Uses transition words (e.g. since, during, usually)	Continues to build on use of other transition words (e.g. however, for instance, in conclusion)
	Participates in choral speaking, express likes/dislikes	Uses transition words (e.g. because, then, next)	Gives a short familiar presentation on a familiar topic	Gives short formal presentation on topic of choice	Gives an academic presentation that is grade appropriate
	Forms simple questions and begins to use accurate word order, with assistance. Limited number of grammatical constructions (e.g. he play)	Can read a familiar, short presentation or informal script such as readers theatre	Begins to describe a sequence (e.g. story or simple directions)	Describes more complex sequence with support (e.g. How to)	Provides evidence and justifies position.
		Begins to give and support reasons for preferences using because...	Gives brief reasons for preferences or opinions	Expresses or justifies preferences or opinions	Clearly expresses and justifies preferences or opinions on familiar subjects and asks for others' opinions
		Uses simple grammar and word order accurately. Begins to form detailed questions	Begins to use complex forms of grammar and word order, with errors. (e.g. more verb tenses, pronouns and prepositions)	Uses complex forms of grammar and syntax with few errors. (e.g. Misuses a few verb tenses or subject-verb agreement)	Uses almost all verb tenses appropriately along with subject-verb agreement. Grammatical use and syntax near grade level expectations

Pragmatic Knowledge

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Uses one or two learned expressions of greeting, farewell and politeness	Uses some common expression and cultural greetings	Uses common expressions and cultural greetings	May use limited figurative and idiomatic phrases	May use some figurative and idiomatic phrases	May use age appropriate figurative and idiomatic phrases
		Begins to engage in cooperative speech to demonstrate understanding	Engages in cooperative speech to demonstrate understanding	Begins to sustain conversations by commenting and asking questions with support	Begins to initiate and sustain conversations by commenting and asking questions
				Begins to adapt speech appropriate for audience	Demonstrates an awareness of audience (e.g. formal/informal)

Grade 3 CFR Listening Rubric

Prairie Spirit School Division — Learners for Life

Field		Field	
Student Name:		Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

Vocabulary

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Understands some high frequency familiar nouns and common descriptive words in a structured interaction, with assistance	Understands high frequency nouns, common verbs and descriptive words in familiar contexts	Understands a wider range of basic nouns, verbs, and complex adjectives in familiar contexts	Begins to understand basic verbs and nouns in unfamiliar contexts, with support	Understands a wider range of basic verbs and nouns in unfamiliar contexts, with support	Understands a wider range of basic verbs and nouns in unfamiliar contexts as well as most content-area vocabulary
May recognize cognates from L1 (e.g. *blousa/blouse*)	Understands single words in social conversations on familiar topics	Responds to simple, predictable questions and short phrases in the classroom.	Understands increasingly advanced descriptive words	Understands descriptive words in a variety of contexts including academic tasks	Continues to develop understanding of grade appropriate content and academic vocabulary
Responds to common classroom directives, with prompting	Responds to common classroom directives and begins to respond to social interactions	Understands some vocabulary in social conversations, on familiar topics	Understands most vocabulary in social conversations, on familiar topics	Understands most vocabulary in social interactions	
May respond to social interactions through gestures and single words	Understands limited content area vocabulary, with assistance	Understands key content-area vocabulary and academic words (e.g. *estimate, solve*), with support	Understands key content area vocabulary and a wider range of academic words, with support	Understands most content-area vocabulary, with support	
				Understands most vocabulary in complex academic interactions	

Listening for Meaning

A1.1 Listening for Meaning	A1.2 Listening for Meaning	A2.1 Listening for Meaning	A2.2 Listening for Meaning	B1.1 Listening for Meaning	B1.2 Listening for Meaning
Understands simple classroom instructions, spoken slowly, with gestures and pictures	Understands simple familiar information spoken slowly and clearly	Responds briefly to social conversations and engages in social interactions with unfamiliar people	Responds to social conversations and engages in social interaction with unfamiliar people, with assistance	Responds to and extends social conversations with familiar and unfamiliar people	Follows and engages in longer social conversations with multiple speakers
Understands short pieces of information such as time, location with visuals and gestures	Begins to respond briefly to social conversations (e.g. yes/no)	Follows simple two-step instructions, with support	Begins to follow multi-step instructions, with support	Follows multi-step instructions, with support	Follows multi-step instructions
Begins to understand simple information (e.g. their name, age, grade) and personal greetings	Follows simple one-step instructions, spoken slowly with support	Begins to understand main idea in familiar academic discussions	Understands main idea and some details in familiar academic discussions	Understands main idea and key details in academic discussions	Understands main idea and key details in academic discussions
Understands single words, short phrases, with assistance but requires significant wait time to process information and form a response	Begins to understand main idea of familiar academic discussion with support and assistance	Understands main idea in presentations or simple stories on a familiar topic, with assistance (e.g. visuals, graphic organizer)	Understands main idea and some details in presentations on a familiar topic, with assistance (e.g. presenter notes)	Begins to understand main ideas and details in unfamiliar presentations and short texts, with assistance	Understands main ideas and key details in presentations and unfamiliar texts
	Begins to understand main idea of short picture books with support	Understands most speech at a slower rate in familiar contexts. Requires minimal wait time to process and form a response	Understands main idea of a short text on familiar topic or the main idea and some details on a video with support (e.g. viewing guide)	Understands main idea and some details in a video, with support	Understands a short, grade-appropriate academic video
	Begins to record single words in familiar academic listening activity, with support	Understands more complex sentences and verb tenses on familiar topics	Begins to take cloze notes (fill in blanks) from a presentation or video, with support	Begins to take notes from a presentation or video, with support	Understands average-paced speech in unfamiliar contexts
	Understands simple language, spoken slowly with pauses but requires wait time to process information and form a response		Understands most average-paced speech in familiar contexts, with frequent checks for understanding	Begins to understand most average paced speech in unfamiliar contexts	May need wait time to process and form response to complex information
	Understands language using simple grammatical rules (SVO) or compound sentences with support		May need wait time to process and form a response	May need wait time to process and form response to increasingly complex information	Understands detailed sentences on familiar and unfamiliar topics
			Understands more detailed complex sentences with common verb tenses on familiar topics, with support	Understands detailed sentences on familiar topics	Understands complex sentences in a variety of contexts
				Begins to understand complex sentences in unfamiliar contexts	

Pragmatic Knowledge

A1.1 Pragmatic Knowledge	A1.2 Pragmatic Knowledge	A2.1 Pragmatic Knowledge	A2.2 Pragmatic Knowledge	B1.1 Pragmatic Knowledge	B1.2 Pragmatic Knowledge
Understands basic greetings and politeness	Begins to understand commonly used expressions in familiar contexts	Understands commonly used expressions	Begins to understand figurative language and idiomatic phrases, with assistance	Understands some figurative language and idiomatic phrases, with assistance	Continues to develop understanding of age-appropriate figurative language and idiomatic expressions
May demonstrate limited understanding through facial expressions and gestures	May copy/repeat other students' responses as their own	Begins to use other students' responses as models for their own response, with assistance	Uses other students' responses as models for their own response, with assistance	Uses other students' responses as models for their own response	Recognizes differences in speech formality in a variety of contexts
			Begins to recognize differences in speech formality, with assistance	Recognize differences in speech formality, with assistance	

Appendix

Fry 1000 Instant Sight Words

1st 100 Words

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

2nd 100 Words

over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	Canada
just	tell	even	again	world

3rd 100 Words

high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plant	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's

Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. **Example**: core is to earth as nucleus is to atom.
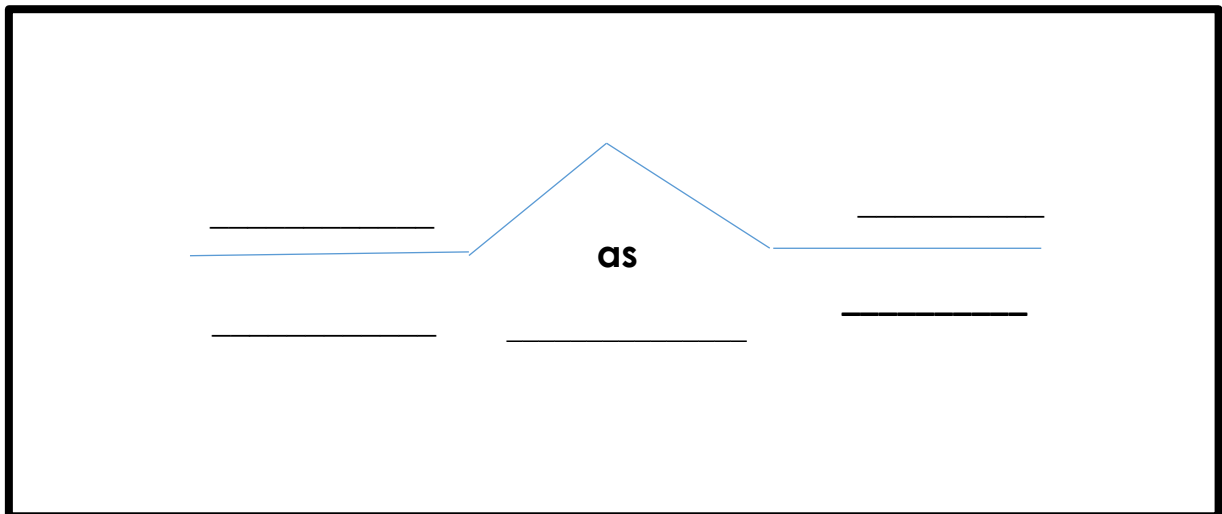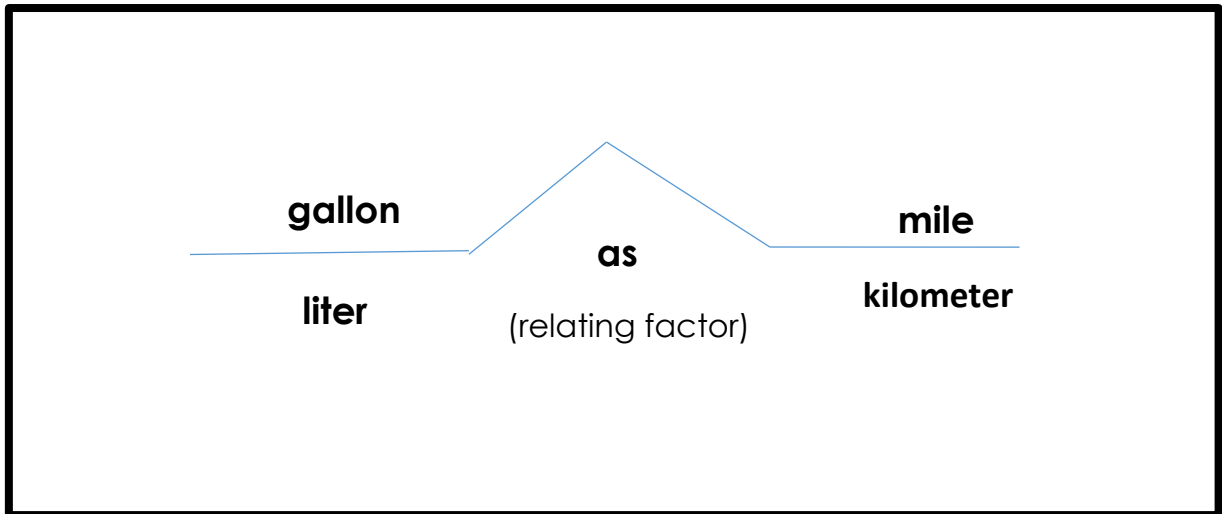

<u>thermometer </u>   **…is to…**   <u>temperature</u>
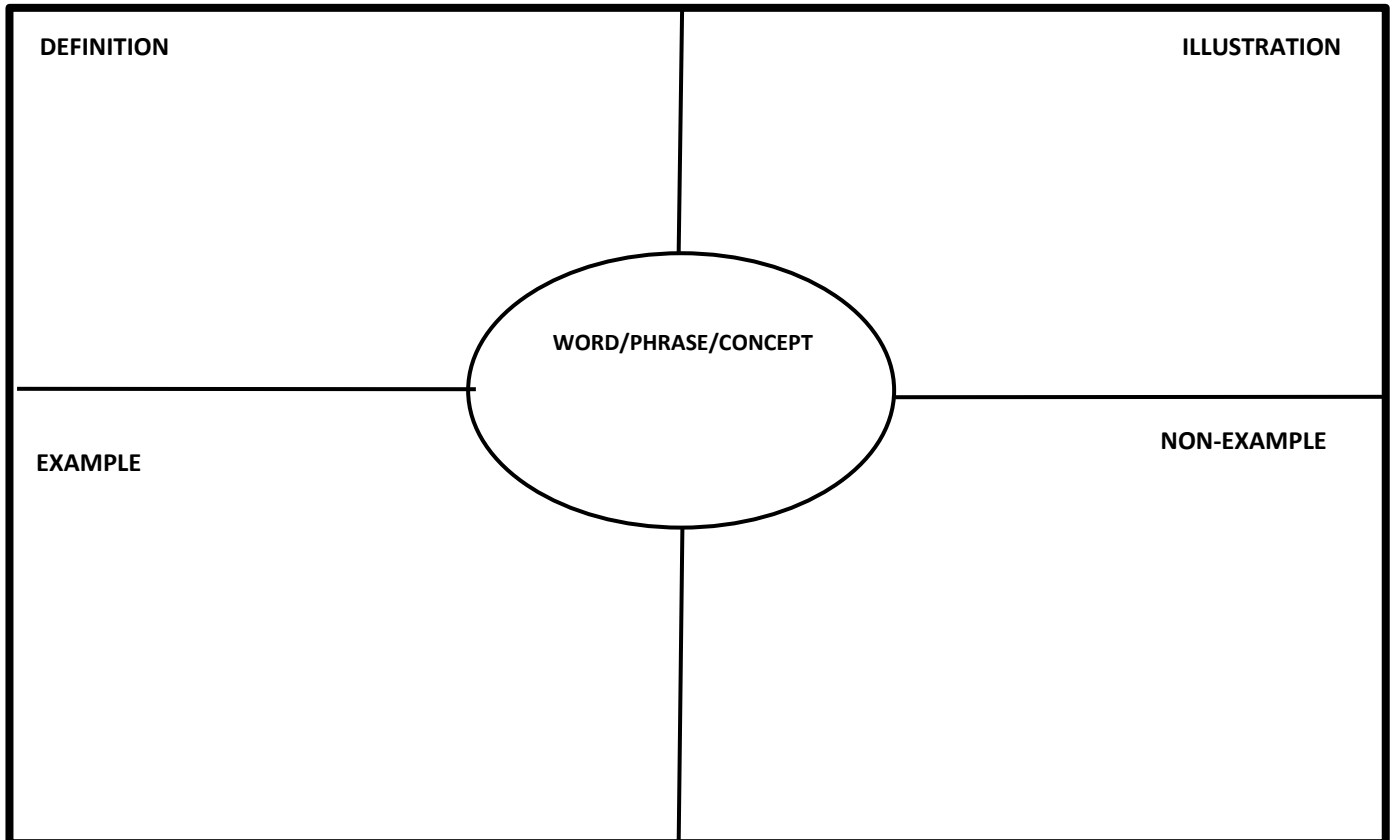   **as**   Both measure things
<u>odometer </u>   **…is to…**   <u> speed</u>

_____   … is to …   _____
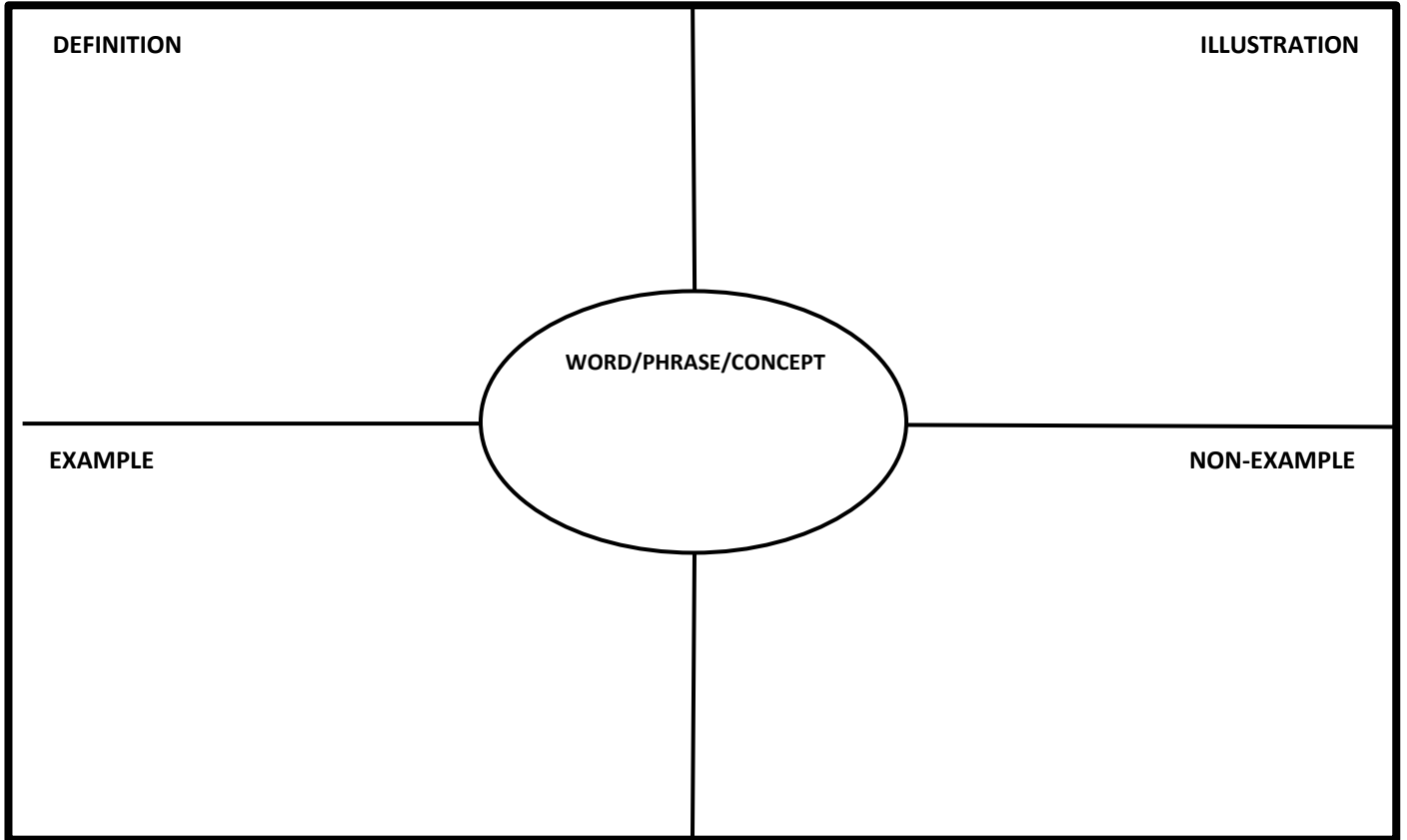

         as

_____   … is to …   _____

_____   … is to …   _____

         as

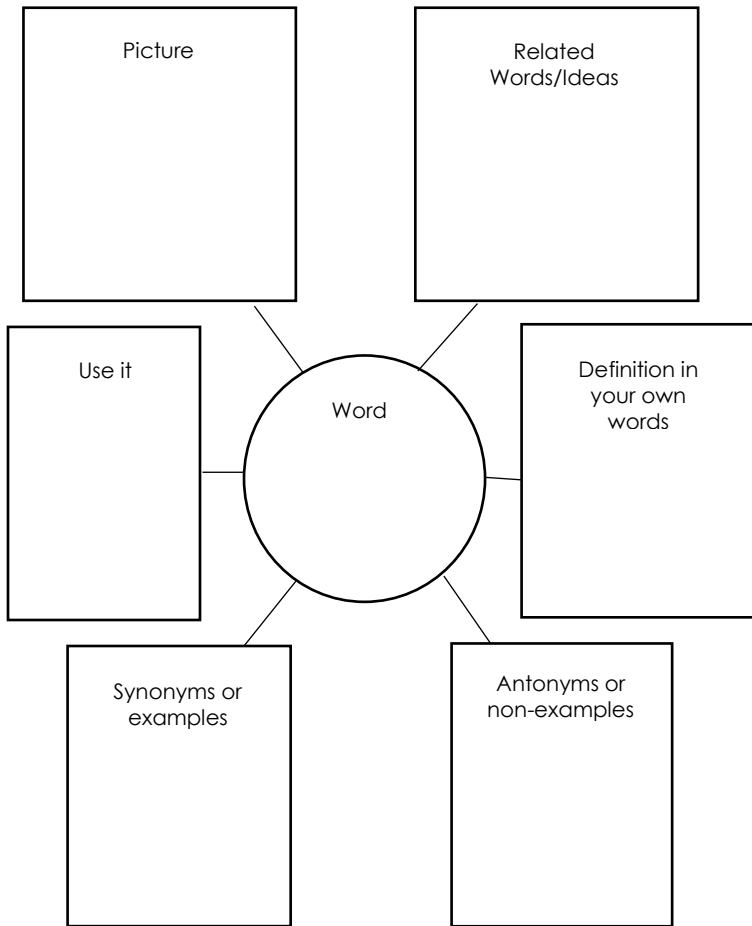_____   … is to …   _____

Creating Analogies

Analogies help us dee how seemingly dissimilar things are similar, increasing our understanding of new information. **Example:** core is to earth as nucleus is to atom.

gallon

as

mile

liter

(relating factor)

kilometer

_____   _____   _____

as

_____   _____   _____

DEFINITION

ILLUSTRATION

WORD/PHRASE/CONCEPT

EXAMPLE

NON-EXAMPLE

DEFINITION

ILLUSTRATION

WORD/PHRASE/CONCEPT

EXAMPLE

NON-EXAMPLE

Semantic Map

Picture

Related Words/Ideas

Use it

Word

Definition in your own words

Synonyms or examples

Antonyms or non-examples

New Word:
_____

Definition

Picture

Synonyms

Antonyms

Context

Sentence