



Core Ready Reading Rubric

Grade 3 The Reader and Writer's Opinion: A Collaborative Author Study

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Contribute meaningfully to conversations with peers to ensure meeting goals and making meaning.	Student shows little or no evidence of contributing meaningfully to conversations with peers.	Student attempts to contribute meaningfully to conversations with peers to ensure they are meeting goals and making meaning. May struggle with some components such as setting goals or applying strategies to get conversations unstuck.	Student contributes meaningfully to conversations with peers to ensure they are meeting goals and making meaning. Successfully applies several strategies to get conversations unstuck or to meet goals.	Student shows an advanced ability to contribute meaningfully to conversations with peers to ensure they are meeting goals and making meaning. Student applies multiple strategies to ensure that the group sets and meets goals and finds ways to get conversations unstuck.	SL.3.1a-d SL.3.3 SL.3.6 L.3.1 L.3.6
Read at least three books from a chosen series.	Student makes little or no attempt to complete the three books from the series, even with significant prompting.	Student reads fewer than three books in the series or needs significant prompting to complete reading.	Student reads three books from a chosen series with little or no prompting.	Student reads more than three books from a chosen series thoroughly and independently.	RL.3.1 RL.3.4 RL.3.9 RL.3.10
Infer the theme, setting, and plot of books from within the chosen series, using explicit examples from the text as the basis for answers.	Student may be beginning to demonstrate understanding of how to identify the theme, setting, and plot in a book but requires significant support to be successful.	Student attempts to infer the theme, setting, and plot of books from within their chosen series. May have some inaccuracies or lack examples from their text.	Student infers the theme, setting, and plot of books within the chosen series. Uses examples from the text to support his or her thinking. Some components may be better developed than others.	Student consistently infers the theme, setting, and plot of books within the chosen series. Uses detailed and thoughtful examples from the text as the basis for his or her answers.	RL.3.1 RL.3.5 RL.3.9 RL.3.10 SL.3.1a-d SL.3.6 L.3.1 L.3.6
Compare and contrast the setting, plot, and theme of books from within the chosen series, using explicit examples from the text as the basis for answers in order to draw conclusions about their series.	Student may be beginning to demonstrate understanding of how to identify the theme, setting, and plot in a book but requires significant support to be successful with comparing and contrasting across series.	Student compares and contrasts the theme, setting, and plot of books from within the chosen series with limited success. May lack sufficient examples from the text.	Student compares the theme, setting, and plot of multiple books within the chosen series. Provides examples from the text to support his or her thinking. Some components may be better developed than others.	Student consistently compares the theme, setting, and plot of books from within the chosen series and uses detailed and thoughtful examples from the text as the basis for his or her answers.	RL.3.1 RL.3.5 RL.3.9 RL.3.10 SL.3.1a-d SL.3.6 L.3.1 L.3.6
Craft a succinct summary of the series by focusing on story elements.	Student shows little or no evidence of successfully crafting a summary of the chosen series.	Student attempts to craft a summary of the series by focusing on the story elements. The summary may not be succinct or may have gaps.	Student crafts a succinct summary of the series by focusing on the story elements and including only the important information.	Student crafts a well-developed, succinct, and informative summary of the series by focusing on all the story elements.	RL.3.1 RL.3.5 RL.3.9 RL.3.10 W.3.4 W.3.8 W.3.10 SL.3.2 L.3.6
Collaborate with peers to create a visual and oral presentation that examines themes, settings, and plots across the chosen series.	Student struggles to create a visual and oral presentation that examines themes, settings, and plots across the chosen series. Presentation may lack visuals or be unclear or inaccurate.	Student creates, with limited success, a visual and oral presentation that examines themes, settings, and plots across the chosen series. Some components of the presentation may be more effective and well developed than others.	Student successfully creates a visual and oral presentation that examines themes, settings, and plots across the chosen series. Presentation is clear and accurate. Visuals are effective.	Student creates a thoughtful and well-organized visual and oral presentation that examines themes, settings, and plots across the chosen series. All aspects are thoroughly delivered and highly effective.	RL.3.1 RL.3.9 RL.3.10 SL.3.1a-d SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.6

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Student shows little or no evidence of actively and purposefully reading or searching the text for specific information and evidence. Student makes little or no attempt to ask or answer questions about the text.	Student attempts to actively and purposefully read or search the text for specific information and evidence. Student may be able to ask or answer some questions about the text, but may not provide explicit references to the text as a basis for the answer.	Student shows solid evidence of actively and purposefully reading or searching the text for specific information and evidence. Student consistently provides appropriate textual evidence to support his or her thinking.	Student demonstrates an exceptional ability to actively and purposefully read or search the text for specific information and evidence. Student provides accurate, explicit, and thoughtful textual references to support his or her thinking.	RL.3.1
By the end of the year, independently and proficiently read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band.	Student shows little or no evidence of reading and comprehending a complex text appropriate for the grade 3 text complexity band at this point in the school year.	Student shows inconsistent evidence of independently and proficiently reading and comprehending complex texts appropriate for the grade 3 text complexity band at this point in the school year.	Student shows solid evidence of independently and proficiently reading and comprehending complex texts appropriate for the grade 3 text complexity band at this point of the school year.	Student shows solid evidence of independently and proficiently reading and comprehending complex texts above the grade 3 text complexity band at this point of the school year.	RL.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.	Student shows little or no evidence of writing routinely for short or long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows some evidence of engaging routinely in writing for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows some evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows exceptional evidence of consistently and accurately writing for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	W.3.10
In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation.	In collaborative discussions, student comes unprepared and often disregards the rules and roles of conversation.	In collaborative discussions, student's preparation may be evident but ineffective or inconsistent. May occasionally disregard the rules and roles of conversation.	In collaborative discussions, student prepares adequately and draws on the preparation and other information about the topic to explore ideas under discussion. Usually observes the rules and roles of conversation.	In collaborative discussions, student arrives extremely well prepared for discussions and draws on the preparation and other information about the topic to explore ideas under discussion. Always observes the rules and roles of conversation.	SL.3.1a SL.3.1b
In collaborative discussions, share and develop ideas in a manner that enhances understanding of the topic. Contribute and respond to the content of the conversation in a productive and focused manner.	Student shows little or no evidence of engaging in collaborative discussions and makes little or no attempt to ask and answer questions, stay on topic, link comments to the remarks of others, or explain his or her own ideas and understanding in light of the discussion.	Student shows some evidence of engaging in collaborative discussions and, with marginal success, attempts to ask questions to check understanding of information presented, stay on topic, link comments to the remarks of others, and explain his or her own ideas and understanding in light of the discussion.	Student engages in a range of collaborative discussions and asks questions to check understanding of information presented. Stays on topic most of the time and frequently links his or her own ideas and understanding in light of the discussion.	Student effectively and consistently engages in a range of collaborative discussions and asks high-level questions to check understanding of information presented. Always stays on topic and, with great insight and attention to the comments of others, links his or her own ideas and understanding in light of the discussion.	SL.3.1c SL.3.1d
Speak in complete sentences when appropriate and demonstrate a command of standard English grammar and usage.	Student shows little or no evidence of attempting to speak in complete sentences. Student demonstrates little or no command of standard English grammar and usage.	Student attempts to speak in complete sentences when appropriate and demonstrates some command of standard English grammar and usage.	Student speaks in complete sentences when appropriate and demonstrates a command of standard English grammar and usage.	Student always speaks in complete sentences when appropriate and demonstrates an extraordinary command of the conventions of standard English grammar and usage.	SL.3.6 L.3.1
Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases.	Student shows little or no evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows some evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows solid evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows a high level of sophistication and precision when using grade-appropriate conversational and academic language.	L.3.6

Note: See the Core Ready Rubrics chart in the Welcome at the beginning of the book for descriptions of category headers.