Grade 3 Reading Rubric

Outcome (indicator)	**4-Mastery**	**3-Proficient**	**2-Approaching**	**1-Beginning**
Comprehension **CR3.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make comparison with personal experiences.**	Reads and demonstrates comprehension **insightfully and thoughtfully** by: • Describing **extensive** similarities between daily life and text portrayals. • Comparing text to personal experiences with **insight**. • Recognizing the **wide** range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.	Reads and demonstrates comprehension by: • Describing similarities between daily life and text portrayals. • Comparing text to personal experiences. • Recognizing the range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.	Reads and demonstrates comprehension **in** a **basic manner** by: • Describing **simple** similarities between daily life and text portrayals. • Making **simple** comparisons with text to personal experiences. • **Beginning** to recognize **some aspects** of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.	Reads and demonstrates **minimal** comprehension by: • Describing **limited** similarities between daily life and text portrayals. • Making **vague** comparisons with text to personal experiences. • **Limited ability or unable** to recognize the range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.
CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures and countries and explain reactions and connections to texts read.	Reads orally and silently for **more than 15 minutes.** Fluency rate over **110 wcpm orally and over 170 wcpm silentl**y. Identifies **significant** main idea and **in-depth** supporting details in informational text. Follows **complex** written multi-step instructions and messages. **Thoroughly and insightfully** comprehends basic plot, identifies the elements, and discusses author's content and craft in fairy tales and fables. **Thoughtfully and insightfully** interprets poetry and prose.	Reads orally and silently for **10 to 15 minutes**. Fluency rate between **80-110 wcpm orally and 120-170 wcpm silently.** Identifies main idea and supporting details in informational text. Follows simple written multi-step instructions and messages. Comprehends basic plot, identifies the elements, and discusses author's content and craft in fairy tales and fables. Interprets poetry and infers main ideas, lessons, or morals in prose.	Reads orally and silently for **5 to 10 minutes**. Fluency rate between **60-80 wcpm orally and 90-120 wcpm silently.** Identifies **basic** main idea and **limited** supporting details in informational text. Follows simple written **2-3 step** instructions and messages. **Partial** comprehension of basic plot and elements in fairy tales and fables. **Literally** interprets poetry and prose.	Reads orally and silently for **less than 5 minutes.** Fluency rate below **60 wcpm orally and below 90 wcpm silently.** Identifies **irrelevant** main idea and/or **irrelevant** supporting details in informational text. **Limited ability to** follow simple, written instructions and messages. **Limited** comprehension of basic plot and elements in fairy tales and fables. **Limited or unable to** interpret poetry and prose.

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Use of Strategies **CR 3.4** **(b) Selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when reading.**	**Thoughtfully and insightfully** uses appropriate strategies (before, during and after) to construct and confirm meaning when reading. **Before:** • uses prior knowledge • previews text • sets purpose • anticipates author's or creator's intention **During:** • makes personal connections • uses cueing systems • makes, confirms and adjusts predictions and inferences • constructs mental images • interprets visuals • identifies key ideas and supporting ideas • self-questions, self-monitors and self-corrects • draws conclusions • adjusts rate or strategy to purpose or difficulty of text **After:** • recalls, paraphrases, summarizes and synthesizes • interprets • evaluates message, craft and technique • responds personally • uses six strands to deepen understanding and pleasure	Selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when reading. **Before:** • uses prior knowledge • previews text • sets purpose • anticipates author's or creator's intention **During:** • makes personal connections • uses cueing systems • makes, confirms and adjusts predictions and inferences • constructs mental images • interprets visuals • identifies key ideas and supporting ideas • self-questions, self-monitors and self-corrects • draws conclusions • adjusts rate or strategy to purpose or difficulty of text **After:** • recalls, paraphrases, summarizes and synthesizes • interprets • evaluates message, craft and technique • responds personally • uses six strands to deepen understanding and pleasure	**Simplistically selects and uses** strategies (before, during and after) to construct and confirm meaning when reading. **Before:** • uses prior knowledge • previews text • sets purpose • anticipates author's or creator's intention **During:** • makes personal connections • uses cueing systems • makes, confirms and adjusts predictions and inferences • constructs mental images • interprets visuals • identifies key ideas and supporting ideas • self-questions, self-monitors and self-corrects • draws conclusions • adjusts rate or strategy to purpose or difficulty of text **After:** • recalls, paraphrases, summarizes and synthesizes • interprets • evaluates message, craft and technique • responds personally • uses six strands to deepen understanding and pleasure	**Unable** to use appropriate strategies (before, during and after) to construct and confirm meaning when reading. **Before:** • uses prior knowledge • previews text • sets purpose • anticipates author's or creator's intention **During:** • makes personal connections • uses cueing systems • makes, confirms and adjusts predictions and inferences • constructs mental images • interprets visuals • identifies key ideas and supporting ideas • self-questions, self-monitors and self-corrects • draws conclusions • adjusts rate or strategy to purpose or difficulty of text **After:** • recalls, paraphrases, summarizes and synthesizes • interprets • evaluates message, craft and technique • responds personally • uses six strands to deepen understanding and pleasure

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Cues & Conventions **CR3.4** **(c). understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when reading.**	**Comprehensive understanding and skillful application** of suitable cues and conventions to construct and confirm meaning when reading.	Understands and applies the suitable cues and conventions to construct and confirm meaning when reading.	**Partial understanding and inconsistent application** of suitable cues and conventions to construct and confirm meaning when reading.	**Undeveloped understanding and limited application** of suitable cues and conventions to construct and confirm meaning when reading.
	Pragmatic • Recognizes text is created for an intended purpose ***Textual*** • Identifies and explains different forms of texts • Uses knowledge of the elements and organization of different texts • Identifies conventions of texts ***Syntactic*** • Uses knowledge of word order, relationships of words, and punctuation to determine meaning of sentences ***Semantic/Lexical/Morphological*** • Uses a variety of strategies to determine the meaning of unfamiliar words • Uses common prefixes and suffixes • Understand frequently used specialized terms in subject areas • Recognizes word play ***Phonological/Graphophonic*** • Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals and easy multi-syllabic words ***Other Cues and Conventions*** • Recognizes and uses key features in text including colour and bold typeface			

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