



INVESTIGATE THE WORLD

How effectively does the student investigate the world's complex and significant issues and ideas?

	Emerging	Developing	Proficient	Advanced
ELA3-5.INV1.IDEAS	Restates the ideas or arguments in texts, but needs significant assistance to do so.	Restates the ideas or arguments in texts.	Summarizes the ideas or arguments in texts.	Summarizes and begins to analyze the ideas or arguments in texts.
ELA3-5.INV2.INFO	Does not cite sources.	Cites a single source, but does not summarize the information.	Cites a single source and summarizes some of the information.	Cites several sources and summarizes each of them.
ELA3-5.INV3.QUESTN	Does not create a question focused on an issue.	Generates a question with a lack of focus, and examines texts one-dimensionally.	Generates a question somewhat focused on an issue and examines texts one-dimensionally.	Generates a question focused on an issue and examines texts primarily one-dimensionally.
ELA3-5.INV4.CTATN	Does not cite sources of textual evidence.	Cites textual evidence inconsistently, using a mix of different research formats.	Cites most textual evidence consistently, using a mix of different research formats.	Cites most textual evidence consistently, primarily following one accepted research format.

RECOGNIZE PERSPECTIVES

How effectively does the student understand that an issue may be viewed from a variety of perspectives and reflect different values and contexts?

	Emerging	Developing	Proficient	Advanced
ELA3-5.PERS1.POSTN	Begins to describe a basic position on a global or cultural issue.	Describes a general position on a global or cultural issue that may be unclear or waivers at times.	Describes a general position on a global or cultural issue.	Describes a clear position on a global or cultural issue or theme that reflects some analysis and critical thinking.
ELA3-5.PERS2.PERSP	Does not mention other perspectives on an issue.	Begins to recognize multiple perspectives on a global or cultural issue.	Recognizes multiple perspectives on a global or cultural issue.	Recognizes and begins to analyze multiple perspectives on a global or cultural issue.
ELA3-5.PERS3.VIEWS	Does not identify different cultural values presented in texts.	Begins to identify different cultural values presented in texts.	Identifies different cultural values presented in texts.	Demonstrates a general understanding of different cultural values presented in texts.
ELA3-5.PERS4.STYLE	Makes little or no reference to author's style or use of language.	Mentions author's style or use of language.	Discusses author's style or use of language.	Discusses author's style or use of language and begins to connect to author's cultural view.
ELA3-5.PERS5.CNTXT	Does not relate texts to personal experience.	Relates texts to personal experience.	Relates texts to personal experience and begins to relate to other contexts.	Situates texts within their cultural or historical contexts, genres, and/or personal experience.

COMMUNICATE IDEAS

How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences? How skillfully does the student assure the reader with command of language, engage the reader with his/her voice and style, and use digital technology and communication tools?

	Emerging	Developing	Proficient	Advanced
ELA3-5.COMM1.THESIS	Writes a thesis focused on a single topic and conveys ideas using facts, definitions, and details.	Writes a thesis focused on a single topic and conveys ideas clearly by grouping related information logically.	Develops a thesis focused on a single topic and conveys ideas clearly by providing general observations and grouping related information logically.	Develops a thesis focused on complex ideas and organizes well-chosen, relevant information into broad categories.
ELA3-5.COMM2.CNVNT	Writes with a number of errors in grammar, usage, and mechanics that distracts or interferes with meaning.	Writes with some distracting errors in grammar, usage, and mechanics.	Writes with few distracting errors in grammar, usage, or mechanics, and demonstrates a grade-level appropriate use of conventions.	Writes with very few distracting errors in grammar, usage, and mechanics, demonstrating a grade-level appropriate use of conventions.
ELA3-5.COMM3.VOICE	Is not using precise language and domain-specific vocabulary to inform about or explain the topic.	Begins to use precise language and domain-specific vocabulary to inform about or explain the topic.	Uses precise language and domain-specific vocabulary to describe the topic.	Establishes a clear style, possesses some control of syntax, but uses a tentative voice.
ELA3-5.COMM4.TECH	Begins to use digital technology to produce and publish individual products and begins to develop keyboarding skills.	Uses digital technology to produce and publish individual and collaborative products as well as to interact and collaborate with others and demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Uses digital technology to produce and publish individual and collaborative products as well as to interact with others and demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Uses digital technology to produce and publish products and efficiently present the relationships between information and ideas, as well as to interact and collaborate with others.

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ELA3-5.COMM5.ARGUE	Describes own opinion on topics or texts, supporting a point of view with reasons.	Describes own opinion on topics, supporting a point of view with reasons backed by facts and details.	Describes own opinion on topics, supporting a point of view with logically-grouped reasons backed by facts and details.	Develops arguments to support claims with clear, organized reasons, relevant evidence, and addresses difference from counterclaims.
ELA3-5.COMM6.COLAB	Begins to demonstrate some collaboration with classmates through preparedness, following established rules and roles, asking questions, and linking their comments to the remarks of others and reviews key ideas and explains own ideas.	Demonstrates some collaboration with classmates through preparedness, following established rules and roles, and posing and responding to questions and reviews key ideas and explains own ideas.	Demonstrates collaboration with classmates through preparedness, following established rules and roles, and posing and responding to questions and reviews key ideas to draw conclusions.	Demonstrates collaboration with classmates through preparedness, goal setting, open discussions, and posing and responding to questions and probes and reflects on ideas or conclusions.

TAKE ACTION

How deeply does the student reflect on his/her learning and changed views and attitudes, and how effectively does the student develop and advocate a position or action?

	Emerging	Developing	Proficient	Advanced
ELA3-5.ACT1.ACTN	Is not able to describe a position about a one-dimensional issue.	Begins to describe a position about a one-dimensional issue.	Describes a position about a one-dimensional issue.	Presents a clear position about a one-dimensional issue that calls for action.
ELA3-5.ACT2.PRSNT	Cannot use language or media to present a position.	Uses language and/or media ineffectively, resulting in an unfocused position.	Uses language and/or multimedia to present a position, either individually or collaboratively.	Uses language and/or multimedia to effectively present a position, either individually or collaboratively.
ELA3-5.ACT3.CHNGE	Does not mention insights or changed views.	Mentions new insights or changes in personal views.	Mentions new insights and changes in personal views.	Discusses new insights or changes in personal views or attitudes.
ELA3-5.ACT4.UNDST	Identifies choices and decisions.	Begins to show a general understanding of choices and decisions.	Shows a general understanding of choices and decisions, but not yet relating to cultural, societal, or personal values and contexts.	Shows an understanding that choices and decisions are related to cultural, societal, or personal values and contexts.