

# Sanborn Regional School District Literature Selection Rubric 2004

Grade Level  
3

## Developmental Chart

### Development of Responsibility

Ages 7-9: Learning to work in groups, can lead, can expect certain situations, appreciate their own culture, developing an ability to be sympathetic, understand consequences of their behavior.

### Reading Development

Ages 7-9: Show interest in topics, characters and events, read for a variety of purposes, see themselves as readers, begin to self-correct miscues, are rapidly increasing knowledge of words recognized on sight, developing knowledge of a variety of forms that communicate ideas, have a "sense of story" and can identify parts, able to focus on details keeping main idea in mind, develop an ability to read silently, develop and ability to read independently, show ability to make inferences, understand intent, draw conclusions, are beginning to read novels and to use books to find information.

### Emotional & Social Development

Ages 7-9: May continue to show bursts of emotion, may show emotions that are both judgmental and critical of themselves and others, continue to feel anxiety in the larger community, are becoming more outgoing, developing closer friendships, show a generally increased sense of self confidence, will eagerly take on tasks and activities likely to be successful but usually will not take risks, are sensitive to criticism and display feelings of success or failure depending on how adults respond to them.

### Intellectual Development

Ages 7-9: May begin to do multi-step problems, continues to deepen understanding of cause and affect, may work with simple metaphors, use writing and reading for specific purposes, may be learning to tell time, develop rapidly increasing vocabulary, begin to self correct errors, are increasingly able to organize and rehearse information in order to remember, continue to develop a need for increased ownership in decision making.

## Reading Literacy Standards Introduced at Grade 3:

- Reads cursive and a variety of fonts fluently
- Determine literal meanings and develop informed reasoned inferences, judgments, and interpretations from texts by identifying and considering:
  - Turning point
  - Climax
- Demonstrates knowledge, understanding, and appreciation of a wide variety of literary worlds such as Newbury and Caldecourt Award winners
- Identifies elements of reality, fantasy/mood, and point of view in literature
- Identifies and applies figurative language: similes, metaphor, idiom, personification, and imagery
- Distinguishes between first and third person points of view
- Develops understanding of integrated vocabulary
- Distinguishes genre when reading: Fairy Tales, Biographies/Autobiographies

# Sanborn Regional School District Literature Selection Rubric 2004 Worksheet

**Grade Level  
3**

**Literature Selection Rubric**

**Information:**

Reading Level \_\_\_\_\_

Interest Level \_\_\_\_\_

Integration Topics \_\_\_\_\_

\_\_\_\_\_

Literacy Standard Identified

\_\_\_\_\_

**Lesson Planning:**

Literature will be read as:

\_\_\_\_\_ Read aloud selection

\_\_\_\_\_ Class reading book

\_\_\_\_\_ Independent Reading

Literature will be used as:

\_\_\_\_\_ Introduction to a unit of study

\_\_\_\_\_ To teach a Literature concept

\_\_\_\_\_ Character Education

**Integrated  
Topics**

Science

Social Studies

Math

Art

Music

Projects

Teacher or Team \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Literature for Review "Title" \_\_\_\_\_

Author \_\_\_\_\_

**Literature Selection**

Remove From Literature Template

Add to Literature Template

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_