

Grade 3 Poetry/Songs	Adequately Meets Grade Level Learning Outcomes
CONTENT	<ul style="list-style-type: none"> • Writing focuses on a topic • An image, feeling, or message is usually stated • Uses some of the following to develop an image, feeling or message: <ul style="list-style-type: none"> ○ familiar objects ○ moments ○ observations ○ memories ○ details ○ facts
ORGANIZATION	<ul style="list-style-type: none"> • Uses familiar text structures that may include <ul style="list-style-type: none"> ○ Free verse (does not have a regular rhythm, line length, or rhyme scheme) ○ List poems ○ Cinquains ○ Shape poems
WORD CHOICE	<ul style="list-style-type: none"> • Word choice is appropriate for intended audience • Uses descriptive words that may include adjectives, adverbs and/or similes to create an image or feeling • Uses precise vocabulary related to topic • Uses expressive language to create images or feelings
VOICE (Author's Craft: Style, Tone, Engagement, Mood,) <i>Word choice and content work together to create voice</i>	<ul style="list-style-type: none"> • Voice is evident • Creates tone that reflects feelings/emotions consistent with the topic. May use <ul style="list-style-type: none"> ○ Line breaks ○ White space ○ Restating or repetition of title or important phrase ○ Different sizes of print, or ○ Punctuation • Writing evokes a feeling or response in the reader
CONVENTIONS <i>* in poetry, punctuation is a part of voice or organization and is used to add emphasis or to clarify meaning</i>	<ul style="list-style-type: none"> • Spells most high-frequency words correctly; unfamiliar words are spelled phonetically • Errors do not interfere with communication