

Miller Place School District – Laddie A. Decker Sound Beach School Report Card

5th Grade

4th Grade

3rd Grade

Reading A	B	C	D	E
<p>1. High level of teacher assistance required to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. Becoming an independent reader who primarily reads simple, brief texts where illustrations often support the reading.</p> <p>3. Oral reading fluency is primarily word-by-word, with occasional two-word or three-word phrasing.</p> <p>4. Requires teacher assistance for reading content area related material.</p> <p>5. Comprehension skills are literal, with primary focus on specific, concrete details.</p> <p>6. In Reader’s Notebook, retells and discusses story or subject of literature with awareness of sequence of events and some attention to detail.</p>	<p>1. Occasional teacher assistance required to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. Further developing independent reading skills by reading easy, unfamiliar texts and short chapter books comfortably.</p> <p>3. Oral reading fluency is developing momentum and exhibits some attention to punctuation.</p> <p>4. Reads appropriate content area material with little assistance, and requires support for evaluation and application of the information.</p> <p>5. Comprehension skills are primarily literal, with ability to make some inferences and predictions.</p> <p>6. In Reader’s Notebook; may begin to connect ideas in text to other ideas, experiences, and/or literature with guidance.</p>	<p>1. Begins to independently apply strategies to differentiate among and select “just right,” “easy” and “challenging” literature.</p> <p>2. Begins to select more challenging literature, including longer chapter books and a wider variety of genres with growing independence.</p> <p>3. Oral reading fluency has increasing momentum and is developing expression with more attention and punctuation.</p> <p>4. Beginning to read content area material with confidence, but may need teacher support to evaluate and apply the information.</p> <p>5. Beginning to comprehend complex ideas and often makes accurate inferences and predictions based on information in text.</p> <p>6. In Reader’s Notebook, begins to independently connect ideas in text to other ideas, experiences, and/or literature.</p>	<p>1. Capable of independently applying strategies to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. A self-motivated, experienced reader who is reading more demanding texts, longer chapter books and an expanding variety of genres.</p> <p>3. Oral reading fluency has sustained momentum and is developing further awareness of print features for expression and phrasing.</p> <p>4. Independently reads content area material with confidence, and evaluates and applies the information.</p> <p>5. Comprehension is demonstrated through thoughtful reflection, with some teacher support needed for an awareness of character motivation and subtleties of author’s intended purpose.</p> <p>6. In Reader’s Notebook, independently connects ideas to other ideas, experiences and/or literature and begins to use prior knowledge and information to support interpretation of the text.</p>	<p>1. Effectively applies strategies to differentiate between and select “just right,” “easy” and “challenging” literature.</p> <p>2. Experienced, reflective reader who actively seeks out a wide range of demanding texts for learning, interest and/or pleasure with confidence.</p> <p>3. Oral reading fluency has sustained momentum and a deeper awareness of print features for expressive interpretation of text.</p> <p>4. Independently reads more demanding content area material, including reference material for research, with the ability to evaluate and apply the information.</p> <p>5. Exceptional comprehension of complex text through thoughtful reflection with an awareness of character motivation and subtleties of author’s intended purpose.</p> <p>6. In Reader’s Notebook, independently connects ideas to other ideas, experiences, and/or literature and consistently uses prior knowledge and information to support interpretation of the text.</p>

Writing A	B	C	D	E
<p>1. A beginning writer who addresses a variety of purposes with a high level of teacher intervention and consistently needs prompts and modeling for Writer’s Notebook entries.</p> <p>2. Consideration of the audience is minimal.</p> <p>3. Sentence structure is repetitive with short choppy sentences and organization is limited.</p> <p>4. Word choice is limited and often repetitive.</p> <p>5. Only makes revisions with teacher guidance.</p> <p>6. In Reader’s Notebook, uses simple language to communicate basic ideas.</p>	<p>1. A writer who addresses a variety of purposes with a moderate level of teacher intervention and is beginning to write more extended entries in Writer’s Notebook with guidance.</p> <p>2. Beginning to comprehend that writing is directed toward an audience and includes limited details to foster reading for understanding.</p> <p>3. Sentence structure is varied to enhance fluency and a sense of organization is developing.</p> <p>4. Makes an effort to use descriptive word choices when encouraged.</p> <p>5. Can make some effective self-revisions.</p> <p>6. In Reader’s Notebook may begin to expand use of language to communicate ideas.</p>	<p>1. A writer who demonstrates some independence in writing and collects and explores ideas in Writer’s Notebook with direction.</p> <p>2. Writer occasionally speaks to audience using general details to help the reader understand and enjoy the story.</p> <p>3. Can write in an organized and interesting manner while intentionally varying length and structure of sentences.</p> <p>4. Beginning to make appropriate word choices to enhance the piece of writing.</p> <p>5. Understands the importance of revising in order to improve the writing piece.</p> <p>6. In Reader’s Notebook, uses some details to support story insight and convey understanding of the text.</p>	<p>1. A writer who can independently write for a variety of purposes including significant entries in Writer’s Notebook to develop projects.</p> <p>2. Writer’s sense of connection to the audience is evident through the use of specific details to inform the reader.</p> <p>3. Writes meaningful pieces demonstrating good organization and some complex sentence structure.</p> <p>4. Uses some vivid language and specific vocabulary to enhance meaning.</p> <p>5. Applies revision process to clarify meaning and reworks sentences independently to improve text.</p> <p>6. In Reader’s Notebook, begins to use some vivid language and more details to clearly convey interpretation of the text.</p>	<p>1. A writer who effectively writes for a wide variety of purposes across different genres, embracing the Writer’s Notebook as a springboard for writing projects inside and outside the classroom.</p> <p>2. Consistently anticipates the interests and needs of the audience, using quality details to engage the reader.</p> <p>3. Effective organization enables the reader to clearly understand the theme or story line through the use of complex sentence structure.</p> <p>4. Consistently uses vivid vocabulary and phrases to convey the message of the piece.</p> <p>5. Revises work independently while improving upon ideas suggested by peers or teacher.</p> <p>6. In Reader’s Notebook, consistently uses vivid language and specific details to clearly convey and support interpretation of the text.</p>