

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

3rd Grade

| Reading | 1 | 2 | 3 | 4 |
|----------------|--|---|--|---|
| | <ol style="list-style-type: none"> 1. Becoming an independent reader who primarily reads simple, brief texts where illustrations often support the reading. 2. Limited knowledge of phonics and sight words inhibits the ability to read fluently. 3. Requires teacher assistance for reading content area related material. 4. Comprehension skills are literal, with primary focus on specific, concrete details. 5. When responding to literature, high level of teacher assistance is required to retell stories. | <ol style="list-style-type: none"> 1. Further developing independent reading skills by reading easy, unfamiliar texts and short chapter books comfortably. 2. Oral reading fluency is developing momentum and exhibits some attention to punctuation. 3. Reads appropriate content area material with assistance, and requires support for evaluation and application of the information. 4. Comprehension skills are primarily literal, with ability to make some inferences and predictions. 5. When responding to literature, retells and discusses story or subject of literature with awareness of sequence of events and some attention to detail. | <ol style="list-style-type: none"> 1. Begins to tackle more challenging literature, including longer chapter books with growing independence. 2. Oral reading fluency has increasing momentum and is developing expression with more attention and punctuation. 3. Beginning to read content area material with confidence, but may need teacher support to evaluate and apply the information. 4. Beginning to comprehend complex ideas and often makes accurate inferences and predictions based on information in text. 5. When responding to literature, may begin to connect ideas in text to other ideas, experiences, and/or literature with guidance. | <ol style="list-style-type: none"> 1. A self-motivated, experienced reader who is reading more demanding texts, longer chapter books and an expanding variety of genres. 2. Oral reading fluency has sustained momentum and is developing further awareness of print features for expression and phrasing. 3. Independently reads content area material with confidence, and evaluates and applies the information. 4. Comprehension is demonstrated through thoughtful reflection, with some teacher support needed for an awareness of character motivation and subtleties of author’s intended purpose. 5. When responding to literature, begins to independently connect ideas in text to other ideas, experiences, and/or literature. |
| Writing | 1 | 2 | 3 | 4 |
| | <ol style="list-style-type: none"> 1. A beginning writer who addresses a variety of purposes with a high level of teacher intervention and consistently needs prompts and modeling. 2. No consideration of audience is evident. 3. Weak sentence structure with incorrect use of capitalization and little to no punctuation. 4. Word choice is limited and often repetitive. 5. Only makes revisions with teacher guidance. | <ol style="list-style-type: none"> 1. A writer who addresses a variety of purposes with a moderate level of teacher intervention and is beginning to write more extended pieces. 2. Consideration of the audience is minimal. 3. Sentence structure is repetitive with short sentences and organization is limited. 4. Makes an effort to use descriptive word choices when encouraged. 5. Can make some effective self-revisions. | <ol style="list-style-type: none"> 1. A writer who demonstrates some independence in writing and collects and explores ideas with direction. 2. Beginning to comprehend that writing is directed toward an audience and includes limited details to foster reading for understanding. 3. Sentence structure is varied to enhance fluency and a sense of organization is developing. 4. Beginning to make appropriate word choices to enhance the piece of writing. 5. Begins to independently revise in order to improve the writing piece. | <ol style="list-style-type: none"> 1. A writer who can write for a variety of purposes and clearly develops their own ideas independently. 2. Writer occasionally speaks to audience using general details to help the reader understand and enjoy the story. 3. Can write in an organized and interesting manner while intentionally varying length and structure of sentences. 4. Uses some vivid language and specific vocabulary to enhance meaning. 5. Independently applies revision process to clarify meaning and to improve text. |