**Grade Three Reading Report Card**

**RESOURCES**

* *Refer to this as evidence that supports your grading/assessment of children’s learning*

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| **Standard** |  |
| **Demonstrates the ability to use conversation to build big ideas** | - Anecdotal notes (check-list, small group notes)  - Turn and talk/ discussion of ideas (Responsive Classroom activities, partnerships, group work)  - Small group (reading) notes  - Interactive read-aloud conversations  - Conferencing |
| **Maintains interest and focus during reading** | - Assess during all parts of the reading workshop (year-end goal is maintaining interest and focus for 45 minutes of reading)  - Small group/ conferences/observations (Anecdotal notes, check-list)  - Stamina (Anecdotal notes, check-list) |
| **Constructs meaning using a variety of comprehension strategies** | - Refer to units and organizers embedded in curriculum  - Nancy Boyles *That’s a Great Answer* p. 120-124, 157-163, 225  - Graphic organizers for each comprehension strategy  - Anecdotal notes/observations  - Stop and jot notes from RWS  - Writing about reading (Reading Response Notebook)  - Conferencing |
| **Reads with sufficient fluency to support comprehension** | - Ongoing running records  - Focus on student reading in their Just Right/Independent books  - Refer to report card rubric while listening to the student read  - Book Buddies  - Small group  - Conferencing |
| **Recounts (retells or summarizes) narrative and informational text** | - Student Notes  - Written Summaries  - Interactive read aloud  - Nancy Boyles *That’s a Great Answer* p. 105-114, 147, 148-151(*You can use these graphic organizers to differentiate. Eventually students will need to write their own retells/summarizes without sentence starters. You can model how to use the graphic organizers in small group.)*  - Identify structures in text  - Do not use the DRA2 for the Fall/Winter report card. DRA2 will be OLD data. |
| **Compares and contrasts characters (e.g. their traits, motivations and feelings) and main ideas/topics within and between texts** | - Nancy Boyles *That’s a Great Answer* p.154, 156, 188-189, 212-216, 241-244, 249, 250, 255  - Monitor ability to compare and contrast  - Utilize the content area materials  - Focus on fiction and nonfiction during small group throughout the year  - Work samples from Character Unit  - Interactive read-aloud  - Writing about reading (text-to-text connections, character descriptions, note-taking, social studies units) |
| **Uses text structures to deepen understanding of narrative, informational and poetic text** | - *Narrative*: beginning, middle, end; story elements; character change or how a character solves a problem (structure of story/sequence of events); how would the story change if the setting was different?  - *Informational Text*: text features (headings, captions, table of contents, etc.)  - *Poetry:* Differentiate between poetry and other forms of writing (Read differently, structured differently, interpreted differently)  - Anecdotal notes from small group instruction  - Graphic organizer to examine structure of each genre (Use to compare genres to deepen understanding)  - Writing about reading |
| **Demonstrates an understanding of central message/theme, main idea/topic and points of view** | - Nancy Boyles *That’s a Great Answer* p. 155, 212-216, 249, 250, 292  - Interactive Read Aloud / Shared Reading  - Writing about reading  - Short texts during small group instruction  - Refers to resources within the classroom |
| **Determines the meaning of words or phrases as used in text** | - Anecdotal notes from small group instruction (ex. reread to clarify meaning, applies strategies for comprehension)  - Participation during think aloud  - Shared Reading/Interactive Read Aloud (ex. using context clues)  - Use short stories/short text  - Probes  - Small group (DRP, word work, embedded vocabulary instruction)  - Utilize the content area materials |
| **Reads and comprehends grade level text** | - Ongoing running records  - Refer to report card rubric for expectations  - Do not use the DRA2 for the Fall/Winter report card. DRA2 will be OLD data.  - *December Meeting*: Level 30-34 - *December Progressing*: Level 28  - *March Meeting*: Level 34 - *March Progressing*: Level 30  - *June Meeting*: Level 38 - *June Progressing*: Level 34 |

**Grade Three Writing Report Card**

**RESOURCES**

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| **Standard** |  |
| **Generates ideas and plans for writing** | - Graphic organizers  - Planning sheet  - Writer’s Notebooks (lists of seed ideas)  - Utilizes writing strategies (checklist, anecdotal notes) |
| **Maintains interest and focus during writing** | - Pulling stories through the writing process  - Assess during all parts of the writing workshop (year-end goal is maintaining interest and focus for 45 minutes of writing)  - Small group/ conferences/observations (Anecdotal notes, check-list)  - Stamina (Anecdotal notes, check-list) |
| **Writes with organization and fluency** | - Narrative Rubric for Writing samples |
| **Writes with elaborative detail** | - Narrative Rubric for Writing samples |
| **Uses elements of various genres appropriately (e.g. narrative, informational and poetry)** | - Narrative Rubric for Writing samples |
| **Writes responses about topics or texts using evidence to support thinking** | - Written response to Interactive Read Aloud  - Reading Response Journal  - Nancy Boyles’ templates  - Prompt |
| **Edits and revises to strengthen writing** | - Applies skills taught to their writing  - Requires teacher support (anecdotal notes, observations, checklist)  - Writer’s Notebooks  - Assorted writing samples |
| **Applies spelling skills to writing** | - Word Work units (Progress monitoring)  - Writing samples |