

**Grade 3 Report Card – Parent Support
READING**

Marking Period Expectations for Standards Based Report Card

| | | 1 st MP = N | 2 nd MP = O | 3 rd MP = P |
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| Foundations of Reading Standards and Expectations | Standards | MP 1: 3RD Grade Level Expectations | MP 2: 3RD Grade Level Expectations | MP 3: 3RD Grade Level Expectations |
| Applies decoding strategies | RF 3.3- Know and apply grade-level phonics and word analysis skills in decoding words. | Independently and consistently apply decoding strategies for on and above grade level texts. Decode multi-syllable words. | Independently and consistently apply decoding strategies for on and above grade level texts. Decode multi-syllable words. Identify and know the meaning of common prefixes and suffixes (e.g., <i>-ful, -less, -y, -ly, -ness</i>). | Independently and consistently apply decoding strategies for on and above grade level texts. Decode multi-syllable words. Decode words with common Latin suffixes (e.g., <i>dis-, in-, non-, pre-</i>). |
| Read grade level text fluently | RF 3.4- Read with sufficient accuracy and fluency to support comprehension. | Independently read on grade level and above grade level text accurately, smoothly and with expression. | Independently read on grade level and above grade level text accurately, smoothly and with expression. | Independently read on grade level and above grade level text accurately, smoothly and with expression. |
| Uses learned vocabulary in reading | <p>RL 3.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI 3.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NJLSA.L6- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> | Read learned vocabulary accurately and understand the meaning of these words. Use context clues to determine the meaning of new words. | Read learned vocabulary accurately and understand the meaning of these words. Use context clues to determine the meaning of new words. | Read learned vocabulary accurately and understand the meaning of these words. Use context clues to determine the meaning of new words. |

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| Demonstrates reading stamina | NJSLSA.R10- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | Read independently on or above grade level for extended periods of time without interruption. | Read independently on or above grade level for extended periods of time without interruption. | Read independently on or above grade level for extended periods of time without interruption. |
| Reading Fiction and Nonfiction Skills and Expectations | Standards | Students will be able to... | Students will be able to... | Students will be able to... |
| Applies reading comprehension strategies | <p>RL 3.7- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI 3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> | Consistently apply learned reading strategies to a variety of texts. | Consistently apply learned reading strategies to a variety of texts. | Consistently apply learned reading strategies to a variety of texts. |
| Retells familiar stories | RL 3.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Retell realistic fiction stories and describe the overall structure of stories, including beginning, middle and end, using grade level texts. | Retell fiction stories and describe the overall structure of stories, including beginning, middle and end, using grade level texts. | Independently retell fiction, fables, folktales and myths and describe the overall structure of stories. Determine the message or lesson, using grade level texts. |
| Retells details from fiction and nonfiction | <p>RI 3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>NJSLSA.R.1- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> | Determines major details from a text to support a main idea. | Consistently recalls major details from a text and organize them by heading/topic. | Consistently recalls major details from a text and uses them to support a main idea in writing. Makes inferences based on details |
| Identifies the main idea of a text | RI 3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea. | Independently identify the main topic and focus of specific paragraphs within text. | Independently identify the main topic and focus of specific paragraphs within text. | Independently identify the main topic and focus of specific paragraphs within text. Explain how details |

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| | NJLSA.R.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | within a text support the main idea. Determine the central theme of a text. |
| Describes the relationship between characters and sequence of events | RL 3.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RI 3.3- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Describe the relationship between characters' actions and sequence of events in grade level text. Make inferences when describing the relationship. Identify cause and effect to help comprehend text. | Describe the relationship between characters' actions and sequence of events in grade level text. Make inferences or use high level thinking skills when describing the relationship. Identify cause and effect and sequence of events to help comprehend text. | Independently describe the relationship between characters' actions and sequence of events in grade level text. Make inferences or use high level thinking skills when describing the relationship. Describe the relationship of cause and effect and sequence of events to help comprehend text. |
| Knows and uses nonfiction text features (heading, captions, etc.) and genre specific vocabulary (chapter, stanza, etc.) | RL 3.5- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RI 3.5- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Identify parts of stories (e.g., <i>title, chapter</i>). Identify text and graphic features (e.g., <i>title, headings, photographs, illustrations</i>) | Identify and refer to parts of stories and poems(e.g., <i>title, chapter, stanza</i>). Identify text and graphic features (e.g., <i>title, headings, photographs, illustrations, glossary, table of contents</i>) and explain how they help to comprehend a text. | Identify and refer to parts of stories, poems and dramas (e.g., <i>title, chapter, stanza, scene</i>) when writing or speaking. Identify text and graphic features (e.g., <i>title, headings, photographs, illustrations, glossary, table of contents, captions, index, diagrams</i>) and explain how they help to comprehend a text. |
| Compares and contrasts story elements and key details in a text | RL 3.9- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RI 3.9- Compare and contrast the most important points and key details presented in two texts on the same topic. | Compare and contrast characters and setting. Compare and contrast key details in two text. Uses graphic organizers effectively (e.g., <i>Venn diagram, T-chart</i>) | Compare and contrast story elements (e.g. characters, setting, plot). Compare and contrast key details in two texts. Uses graphic organizers effectively (e.g., <i>Venn diagram, T-chart</i>) to write about reading. | Independently compare and contrast story elements (e.g. characters, setting, plot). Compare and contrast key details in two texts. Uses graphic organizers effectively (e.g., <i>Venn diagram, T-chart</i>) to write about reading. Use information gathered in written reading responses. |

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| <p>Identify point of view</p> | <p>RL 3.6- Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI 3.6- Distinguish their own point of view from that of the author of a text.</p> | <p>Independently and consistently identify point of view in on level and/or above grade level texts.</p> | <p>Independently and consistently identify point of view in on level and/or above grade level texts.</p> | <p>Independently and consistently identify point of view, including first and third person narrations, in on level and/or above grade level texts.</p> |
| <p>Asks and answers questions about texts</p> | <p>RL 3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> | <p>Ask and answer questions and make text-to-text, text-to-self or text-to-world connections with on or above grade level text.</p> | <p>Independently ask and answer inferential questions and make text-to-text, text-to-self or text-to-world connections with on or above grade level text.</p> | <p>Independently ask and answer complex inferential questions and make text-to-text, text-to-self or text-to-world connections with on or above grade level text.</p> |
| <p>Reads grade level fiction and nonfiction text with understanding</p> | <p>RL 3.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI 3.10-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> | <p>Read grade level or above grade level fiction and nonfiction text with understanding.</p> | <p>Read grade level or above grade level fiction and nonfiction text with understanding.</p> | <p>Read grade level or above grade level fiction, including dramas and poetry, and nonfiction text with understanding.</p> |