

**Third Grade Report Card 2013/2014**  
**School Name and Address**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Key for Performance Levels (The goal is for all students to reach Level 3, Proficient, by the end of the year.)		
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.
2	Developing	Student is not yet proficient in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.
NA	Not Assessed	Not assessed this reporting period.

**Attachments**

English/Language Arts	Current Reading Level:	Reporting Period		
		1	2	3
<b>Reading Standards for Informational Text and Literatures</b>				
Ask and answer text-based questions; refer explicitly to the text as the basis for answers				
Cite specific textual evidence, such as lines, scenes or stanzas, to support analysis of what the text says explicitly as well as inferentially about its meaning and focus				
Use range of text types and media, such as print and digital text, to present ideas and issues and to compare and contrast the themes, tones, moods and styles of these media				
Read and comprehend grade-level literature and informational text independently and proficiently				
Describe the relationship between a central issue or theme, textual elements and their roles in developing the text (e.g., characters, settings, events)				
Compare and contrast the themes, settings and plots of two or more stories				
Read and comprehend grade-level literature and informational text independently and proficiently				
Describe the relationship between a central issue or theme, textual elements and their roles in developing the text (e.g., characters, settings, events)				
Compare and contrast the themes, settings and plots of two or more stories				
<b>Foundational Skills</b>				
Know and apply grade-level phonics and word analysis skills in decoding words				
Identify and analyze the meaning of root-derivatives, prefixes and suffixes, including Latin suffixes				
Decode multi-syllable words; read grade-level appropriate, irregularly spelled words				
Read with sufficient accuracy and fluency to support comprehension				
Use context to confirm or self-correct word recognition and understanding				
<b>Writing Standards</b>				
Write opinion pieces on topics or issues, support claims with reasons				
Write informative/explanatory texts to examine a topic, convey ideas and information clearly				
Write narratives, develop real or imagined experiences using effective techniques and sequences				
With guidance, drawing and strength in writing as needed by planning, revising and editing				
With guidance, use technology in research and writing, and use multimedia with others				
Write routinely over extended timeframes for research, reflection and revision				
Write for a range of specific media showing a single writing or limited writing				
<b>Speaking and Listening Standards</b>				
Participate actively in group discussions; speak in complete sentences when appropriate to task				
Ask questions to check understanding; stay on topic and express ideas clearly in light of discussion				
Report on topics, tell story or recount an experience with appropriate detail, pace and clarity				
Create on the topic or issue that has arisen and meeting an audience's needs				
<b>Language Standards (grammar and spelling)</b>				
Demonstrate command of the conventional forms of English grammar and usage				
Demonstrate command of the conventional capitalization, punctuation and spelling when writing				
Demonstrate an understanding of words and phrases by flexibly using a variety of strategies				
Demonstrate understanding of figurative language, word relationships and nuances in meaning				

# Common Core Report Card Third Grade

**LP Steffe**



**Common Core Report Card Third Grade:**

## Whispering the Secrets of Language: An Emotional Journey through **Common Core Report Card Third Grade**

In a digitally-driven world wherever monitors reign supreme and immediate communication drowns out the subtleties of language, the profound secrets and emotional nuances hidden within words frequently get unheard. Yet, set within the pages of **Common Core Report Card Third Grade** a fascinating fictional prize pulsing with natural thoughts, lies an extraordinary journey waiting to be undertaken. Composed by an experienced wordsmith, that charming opus invites viewers on an introspective trip, gently unraveling the veiled truths and profound influence resonating within the cloth of each and every word. Within the psychological depths of the emotional evaluation, we can embark upon a honest exploration of the book is primary themes, dissect its fascinating writing type, and yield to the strong resonance it evokes heavy within the recesses of readers hearts.

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