What am I REALLY grading on the report card?

Third Grade CCLS

**Reading (BLUE = Literature GREEN = Informational)**

*Key Ideas and Details*

* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* 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.
* Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* Determine the main idea of a text; recount the key details and explain how they support the main idea.
* 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 times, sequence, and cause/effect.

*Craft and Structure*

* Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
* 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.
* Distinguish their own point of view from that of the narrator or those of the characters.
* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
* Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
* Distinguish their own point of view from that of the author of a text.

*Integration of Knowledge and Ideas*

* 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).
* 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).
* 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).
* Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
* Compare and contrast the most important points and key details presented in two texts on the same topic.

*Range of Reading and Level of Text Complexity*

* By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
* 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.

*Responding to Literature*

* Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.

a. Self-select text based upon personal preferences.