

Grade 3 Fall and Spring	Emergent	Beginning	Developing	Well-developed
<b>Determining Importance Note-Making</b> Fall & Spring	<ul style="list-style-type: none"> <li>identifies topic; does not identify most main ideas</li> <li>may recall some relevant details if prompted</li> <li>needs support to make simple notes; needs support to locate, record and organize information</li> <li>work is often incomplete, confusing and inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>identifies most main ideas</li> <li>gives some relevant details</li> <li>makes simple notes; may omit a great deal of information; records information without much organization</li> <li>work is usually accurate, but may be vague in places or missing some detail</li> </ul>	<ul style="list-style-type: none"> <li>identifies main idea</li> <li>gives relevant details</li> <li>makes organized notes; may create logical categories</li> <li>work is clear, accurate, detailed and complete</li> </ul>	<ul style="list-style-type: none"> <li>restates main ideas in own words; is concise</li> <li>gives specific relevant details</li> <li>makes organized and complete notes; creates logical categories</li> <li>work is precise, accurate, and thorough</li> </ul>
<b>Making connections Text to Self; Text to Text; Text to World</b> Fall & Spring	<ul style="list-style-type: none"> <li>has difficulty telling how the information in a selection is like or unlike other information or experiences; limited background knowledge to draw on</li> </ul>	<ul style="list-style-type: none"> <li>with support, tells some ways how the information in a selection is like or unlike other information they know about the topic</li> </ul>	<ul style="list-style-type: none"> <li>makes logical connections between new information and what they already know; gives some explanation</li> </ul>	<ul style="list-style-type: none"> <li>makes logical connections; often questions or evaluates new information in terms of prior knowledge</li> </ul>
<b>Inferring</b> Fall & Spring	<ul style="list-style-type: none"> <li>misinterprets literal information</li> </ul>	<ul style="list-style-type: none"> <li>makes a few inferences</li> </ul>	<ul style="list-style-type: none"> <li>makes simple inferences – may need prompts</li> </ul>	<ul style="list-style-type: none"> <li>readily infers</li> </ul>
<b>Predicting</b> Fall & Spring	<ul style="list-style-type: none"> <li>unable to offer predictions when asked or illogical; needs support</li> </ul>	<ul style="list-style-type: none"> <li>offers basic predictions (with/without prompting) which may/may not make complete sense</li> </ul>	<ul style="list-style-type: none"> <li>offers a prediction that makes sense</li> </ul>	<ul style="list-style-type: none"> <li>offers logical or insightful predictions</li> </ul>
<b>Questioning</b> Fall & Spring	<ul style="list-style-type: none"> <li>may offer simple reactions; unable to create a question</li> </ul>	<ul style="list-style-type: none"> <li>offers simple reactions with minimal support; may ask simple questions</li> </ul>	<ul style="list-style-type: none"> <li>asks questions stemming from curiosity</li> </ul>	<ul style="list-style-type: none"> <li>offers spontaneous, thoughtful, self-motivating questions; complex questions</li> </ul>
<b>Fluency</b> Fall & Spring	1. Halting      2. Careful      3. Confident      4. Fluent      5. Expressive			
<b>Decoding Strategies</b> Fall & Spring	<ul style="list-style-type: none"> <li>may be unable to identify problems or self-correct; relies on sounding out; has difficulty using context clues</li> </ul>	<ul style="list-style-type: none"> <li>uses strategies if prompted; uses phonics and context clues with support</li> </ul>	<ul style="list-style-type: none"> <li>uses various strategies to figure out words; uses phonics, word structure, and context clues ( may need prompting)</li> </ul>	<ul style="list-style-type: none"> <li>independently figures out unfamiliar words; combines phonics, word structure and context clues efficiently</li> </ul>
<b>Making Meaning Strategies (metacognition/awareness of reading thinking)</b> Fall & Spring	<ul style="list-style-type: none"> <li>limited understanding; may be unable to identify problems or self-correct</li> <li>may attempt to recall or guess rather than reread for details</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding; recognizes problems; has difficulty adjusting strategies</li> <li>rereads to find details; may be inefficient or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>checks for understanding; adjusts strategies</li> <li>rereads and skims for details</li> </ul>	<ul style="list-style-type: none"> <li>evaluates own understanding</li> <li>rereads and skims for details; efficient</li> </ul>
<b>Text Features</b> Fall & Spring (oral responses)	<ul style="list-style-type: none"> <li>does not use text features to make sense of article</li> </ul>	<ul style="list-style-type: none"> <li>needs prompts to make use of text features</li> </ul>	<ul style="list-style-type: none"> <li>uses text features to make sense of article; may need prompting</li> </ul>	<ul style="list-style-type: none"> <li>identifies and uses text features to make sense of article</li> </ul>

•Collated by Jodee Sayle and Sandra Huggett (SD 57, June 2012) from the work of SD 71and Quick Scale: Grade 3 Reading For Information