Student Learning Report: Grade 3 Reading

Name	Grading Period					
	☐ 1st	☐ 2nd	☐ 3rd	☐ 4th	☐ 5th	☐ 6th

Report. Cat # 1	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	3.4.A identify the meaning of common prefixes (e.g., in-,dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots					3.4.C identify and use antonyms, synonyms, homographs, and homophones				
	3.4.B use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs					**Where are my strengths?**				
						Where can I improve?				
						What actions do I need to take?				

Report. Cat # 2	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	3.8.A sequence and summarize the plot's main events and explain their influence on future events					3.2.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text				
	3.8.B describe the interaction of characters including their relationships and the changes they undergo					3.5.A paraphrase the themes and supporting details of fables, legends, myths, or stories				
	Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)					3.6.A describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)				
	Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)					3.9 understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding				
	Where are my strengths?					3.10.A Identify language that creates a graphic visual experience and appeals to the senses.				
	Where can I improve?					3.16 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.				
	What actions do I need to take?					Fig.19.D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry)				
						Fig.19.E summarize information in text, maintaining meaning and logical order (Literary Nonfiction, Poetry)				

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Report. Cat # 3	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	3.12 analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding					3.15.B locate and use specific information in graphic features of text				
	3.13.A identify the details or facts that support the main idea					3.16 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complete texts.				
	3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence					**Where are my strengths?**				
	3.13.C identify explicit cause and effect relationships among ideas in texts					**Where can I improve?**				
	3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text					**What actions do I need to take?**				
	Fig.19.D make inferences about text and use textual evidence to support understanding									
	Fig.19.E summarize information in text, maintaining meaning and logical order									

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My Reading Log – Literary Text

Title	Genre

Title	Genre

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My Reading Log – Informational Text

Title	Genre

Title	Genre