LANGUAGE ARTS STUDENT PROFILE
Grade Three

STUDENT: _____   **SCHOOL NAME:** _____

SCHOOL NUMBER: _____   **SCHOOL YEAR:** _____

SPEAKING AND LISTENING			
Indicator	**Date**	**Comment**	**Assessment**
Discusses thoughts, feelings, and experiences			- Book Talk - Literature Circles - Newstelling (p. 60-62 FS Oral Language Resource Book) - Holistic Speaking Rubric 2002
Considers other ideas to extend knowledge			- Literature Circles - Book Talk - Teacher observation during group work
Asks and responds to questions to probe and clarify information; and to explore solutions to problems			- Book Talk - Small group discussions (p. 29-32 FS Oral Language Resource Book) - Question Circle (p. 152-153 FS Oral Language Resource Book)
Listens critically to opinions			- Small group discussion (p. 29-32 FS Oral Language Resource Book) - Interview
Listens critically to orally-presented texts and responds in a variety of ways			- CDs from Primary Provincial Assessments 2004-2005 - Provincial Holistic Listening Rubric
Demonstrates understanding of when to speak and when to listen in both small and large group interactions			- Classroom observation - Book Talk - Literature Circles - Show-and-Tell - Newstelling (p. 60-62 FS Language Resource Book)

Is able to engage in a variety of oral presentations			- Provincial Holistic Speaking Rubric for:
			  - Show and Tell
			  - Mini-presentation
			  - Book Talks

Gives instructions and directions			- Barrier Games
			- Teacher observation during:
			  - Partner activities
			  - Game time
			  - Peer tutoring

Reflects critically on forms of language that are inappropriate or unfair (e.g., dialect, gender slurs, stereotyping)			- Teacher observation during:
			  - Book Talks
			  - Literature Circles
			  - Teacher Read Aloud
			  - Guided Reading

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SCHOOL NUMBER: _____ **SCHOOL YEAR:** _____

READING AND VIEWING			
Indicator	**Date**	**Comment**	**Assessment**
Reads familiar texts at the independent level, fluently and with expression			- Listen to oral reading (e.g., for intonation, expression, phrasing) - Conference, small group
Uses knowledge of different genres to assist in reading a variety of texts			- Set a Purpose (p. 65 First Steps Reading Resource Book) - Guided reading focusing on features of different types of text (p. 112-113 Curriculum Guide)
Talks or writes about the elements of a narrative (e.g., beginning, middle, end)			- Plot Profile (p. 102 FS Reading Resource Book) - Newspaper Report (p. 103 FS Reading Resource Book) - Story Grammar (p. 100 FS Reading Resource Book) - Map a Story (p.99 FS Reading Resource Book)
Talks about ideas and information from informational texts, making personal connections			- Reading records using informational texts - Retrieval Chart (p. 83 FS Reading Resource Book) - Guided reading - Holistic Reading/Viewing Rubric 2002
Distinguishes between fact and opinion			- Double Entry Science/Health journal (e.g., write a fact, write an opinion related to the fact) - Literature Circles - Classroom observation
Makes comparisons with other texts that have been read and viewed (e.g., main idea, lessons)			- Classroom tasks, (e.g., Venn diagram, T-chart) - Guided reading
Communicates own reading and viewing strategies			- Reading Response Journal - Conference
Efficiently uses a range of strategies to construct meaning - Makes predictions and substantiates them - Self-corrects when reading - Re-reads to clarify meaning - Reads ahead when encountering unfamiliar/difficult text - Slows down when reading unfamiliar/difficult text - Substitutes familiar words - Uses knowledge of print conventions, (e.g., capital letters, periods, question marks, exclamation marks, commas, quotation marks)			- Reading record - Guided reading

Indicator	Date	Comment	Assessment
Automatically uses word identification strategies appropriately - prefixes and suffixes - root words - word endings - blending - syllabication			- Reading record - Guided reading - Conference
Uses features of text to obtain and clarify meaning (e.g., titles, illustrations, tables of contents, labels, font sizes/boldness, legends/keys, glossaries, headings, subheadings, text boxes, captions)			- Reading record - Graphic Outline (p. 68-69 FS Reading Resource Book) - Provincial Holistic Reading/Viewing Rubric 2002
Makes personal connections to text (i.e., text to self, text to text, text to world), with supporting details and inferences			- Comprehension questions from reading record - Response journal - Literature Circles - Plot Profile (p. 102 FS Reading Resource Book) - Provincial Holistic Reading/Viewing Rubric 2002
Responds critically to texts by explaining opinions and making inferences			- Literature Circles, Book Talks - Change the Point of View and Character Diaries (p. 105 FS Reading Resource Book) - Provincial Holistic Reading/Viewing Rubric 2002 - Response journals

Year End Reading Record	**Instructional Level** _____	**Accuracy Rate** _____
	Frustrational Level (not necessary if Instructional Level is P) _____	**Accuracy Rate** _____

ANECDOTAL NOTES

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STUDENT: _____   **SCHOOL NAME:** _____

SCHOOL NUMBER: _____   **SCHOOL YEAR:** _____

WRITING AND REPRESENTING			
Indicator	**Date**	**Comment**	**Assessment**
Uses appropriate text forms for audience and purpose			- An announcement of an event (Can the student independently choose: letter, poem, poster, drawing, list . . .?) - Sample Portfolio Reflection (p. 297 Curriculum Guide) - Analysis of dated writing samples (e.g., portfolio)
Uses writing and other forms of representing for a variety of functions - to record experiences - to formulate questions - to generate and organize ideas - to express feelings, opinions, and imaginative ideas - to communicate information and learning			- Diagrams - Lists - Story maps - Charts - Graphics - Book advertisements - Math journals - Science journals - Provincial Analytic Writing Rubric 2002 - Provincial Holistic Writing Rubric 2002
Uses conventions of written language - represents most vowel and consonant sounds in approximated spellings - has a large bank of conventionally spelled words - uses simple and complex sentence structures - uses varied punctuation appropriately - uses capital letters appropriately			- May/June independent un-edited writing sample - Spelling Instruction (p. 232-234 Curriculum Guide) - Provincial Analytic Writing Rubric 2002

Demonstrates understanding of the features of various forms
- **Expository**
  - title
  - heading
  - chart/diagram/graph
- **Narrative**
  - Beginning/middle/end
  - Characters
  - Plot
  - Setting
- **Friendly letter**
  - heading
  - greeting
  - body
  - closing/signature
			- Writing samples

Uses process writing strategies - pre-writing strategies such as talking and organizational webs - appropriate draft strategies to get ideas on paper (e.g., uses temporary spelling) - revision strategies to create a meaningful message (e.g., rereading, adding ideas, crossing out words/information, re-arranging ideas) - editing strategies (e.g., dictionary, Word Wall, thesaurus)			- Process Writing from Primary Provincial Assessment - Class Process Writing Projects - Provincial Analytic Writing Rubric 2002