

Monrovia Unified School District

REPORT CARD GUIDE FOR FAMILIES- Third Grade Information

The following information will assist you in understanding your child's Common Core State Standards-based report card. Multiple pieces of evidence, including classwork, homework, tests, and projects are used to assess how well your student is progressing in meeting the standards for third grade. **A student's grade will be determined by his/her progress toward meeting standards and goals set for the end of the school year. Therefore, it will be normal for marks to be lower in the beginning of the year and show improvement as students come to master standards.**

Report card marks are numerical and are described as:

4 -Advanced: Thoroughly demonstrates proficiency; grasps, applies, and extends key concepts and skills

3-Proficient: Demonstrates proficiency; grasps and applies key concepts, processes, and skills with few errors

2-Partial: Beginning to grasp and apply key concepts, processes and skills

1-Minimal: Minimal progress toward understanding the key concepts, processes and skills, struggling even with assistance

N/A or *: Standard not taught or assessed at this time

Below is a list of skills your student is working toward mastering this year in third grade. Your student's report card reflects how far he/she has progressed in each area. This form provides a line item description of each area of the report card. Each skill is followed in parenthesis by a reference to its specific Common Core State Standard. For more details regarding Common Core State Standards (CCSS), please see the California Department of Education website under the Students and Parents tab <http://www.cde.ca.gov/re/cc/> or corestandards.org

LANGUAGE ARTS

Reading Standards for Literature and Informational Text

Key Ideas and Details

Student can...

- ask and answer questions to show understanding of the stories he/she has read. (RL.3.1)
- find the answers to specific questions within the stories that he/she has read. (RL.3.1)
- retell stories from diverse cultures. (RL.3.2)
- figure out the lessons or morals of the stories that he/she has read. (RL.3.2)
- describe characters in stories and explain how their actions affect the story. (RL.3.3)
- ask and answer questions to show understanding of the information that he/she has read. (RI.3.1)
- find the main idea of the information he/she has read. (RI.3.2)
- show how the main idea is supported by details in the text. (RI.3.2)
- describe the historical events, scientific ideas, or steps in procedures using words to show the sequence. (RI.3.3)
- describe cause and effect in historical events, scientific ideas or steps in procedures. (RI.3.3)

KEY TO CCSS ABBREVIATIONS:

English Language Arts Standards
RL= Reading Literature
RI=Reading Informational Text
RF=Reading Foundational Skills
W=Writing
SL=Speaking and Listening
L=Language

Therefore, RL.3.2 refers to:

- Reading Literature
- 3rd grade
- standard number 2

Craft and Structure

Student can...

- figure out what an author really means by the words and phrases that are written. (RL.3.4)
- understand the difference between literal and nonliteral language. (RL.3.4)
- write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).

(RL.3.5)

- describe how new parts of fiction build on previous parts. (RL.3.5)
- tell the difference between what he/she thinks and what the author or characters might think. (RL.3.6)
- understand the meanings of words and phrases in science and social studies texts. (RI.3.4)
- use text features and search tools (ex. key words, sidebars, hyperlinks) to find information quickly. (RI.3.5)
- tell the difference between what he/she thinks and what an author writes. (RI.3.6)

Integration of Knowledge and Ideas

Student can...

- explain how the author uses illustrations to help create meaning in a story. (RL.3.7)
- compare and contrast stories written by the same author about similar characters. (RL.3.9)
- show what he/she has learned from nonfiction illustrations and text by answering questions about where, when, why and how. (RI.3.7)
- describe how the sentences and paragraphs in nonfiction follow a logical sequence. (RI.3.8)
- compare and contrast the most important ideas and details in two pieces of information about the same topic. (RI.3.9)

Reading Comprehension

Student consistently can...

- read and understand third grade fiction (RL.3.10)
- read and understand third grade nonfiction (RI.3.10)

Foundational Skills

Word Recognition and Analysis

Student can...

- read and understand words with common prefixes and suffixes (RF.3.3)
- read words with more than one syllable. (RF.3.3)
- read third grade words that are not spelled in a regular way. (RF.3.3)

Reading Fluency

Student can...

- read with expression. (RF.3.4)
- read accurately. (RF.3.4)
- read texts multiple times to improve understanding. (RF.3.4)

Writing

Text Types and Purposes

Student can write different types of writing, he/she can...

- write to share an opinion. (W.3.1)
- write to inform and explain ideas. (W.3.2)
- write to tell a story. (W.3.3)

Production and Distribution

Student can improve his/her writing by...

- staying focused and organized in the writing. (W.3.4)
- writing for different purposes, audiences, and topics. (W.3.4)
- planning, editing and revising writing with the help of peers and adults. (W.3.5)
- using technology to create pieces of writing and to interact and share ideas with others. (W.3.6)

Research to build and present knowledge

Student can use research to help his/her writing, student can...

- organize short research projects. (W.3.7)
- research and use experience to gather information. (W.3.8)
- take notes to help organize the research in the writing. (W.3.8)

Writes routinely

Student can...

- write on a regular basis with stamina for different tasks, purposes, and audiences. (W.3.10)

Speaking and Listening

Comprehension and Collaboration

Student can understand and talk about what he/she hears, student can...

- effectively participate in discussions. (SL.3.1)
- come to discussions prepared to share ideas. (SL.3.1)
- follow appropriate rules for discussions, such as taking a turn. (SL.3.1)
- ask questions to help understand discussions and stay on topic. (SL.3.1)
- explain his/her own thinking and ideas after a discussion. (SL.3.1)
- figure out the main idea and details of what he/she sees and hears. (SL.3.2)
- ask and answer questions about information heard from another speaker. (SL.3.3)

Presentation of Knowledge and Ideas

Student can share what he/she knows, student can...

- report on a topic or tell a story with correct and appropriate facts. (SL.3.4)
- plan and deliver informative/explanatory presentations (SL.3.4)
- speak clearly and at a good pace. (SL.3.4)
- create engaging audio recordings to show fluency in reading. (SL.3.5)
- create visual displays to help others understand what he/she is sharing. (SL.3.5)
- speak in complete sentences to make what he/she is sharing more clear to others. (SL.3.6)

Language

Conventions of Standard English

Student can use proper English when writing and speaking; student can...

- write legibly in cursive (L.3.1)
- explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences. (L.3.1)
- use reciprocal pronouns (ex. each other, one another) correctly. (L.3.1)
- correctly say, write and use all types of plural nouns. (L.3.1)
- use abstract nouns (e.g., childhood). (L.3.1)
- correctly say, write and use regular and irregular verbs. (L.3.1)
- correctly say, write and use different verb tenses. (L.3.1)
- make sure that all of his/her subjects, verbs and pronouns are in agreement in the sentences he/she says and writes. (L.3.1)
- use comparative and superlative adjectives and adverbs correctly in speech and writing. (L.3.1)
- use conjunctions in the correct way in speech and writing. (L.3.1)
- say and write simple, compound and complex sentences. (L.3.1)
- capitalize beginning words and proper nouns, as well as those in titles. (L.3.2)
- use commas appropriately in addresses and dialogue. (L.3.2)
- use apostrophes appropriately to show possession. (L.3.2)
- correctly spell commonly used words, words with suffixes and words with spelling patterns. (L.3.2)
- use a dictionary to check and correct spelling. (L.3.2)

Knowledge of Language

In different situations, student uses what he/she knows about language, student can...

- choose interesting words and phrases to help others understand meaning better. (L.3.3)
- recognize differences between speaking language and written language. (L.3.3)

Vocabulary Development

Student can figure out what words mean and use them in different situations, student can...

- use clues in sentences to help understand new words. (L.3.4)
- figure out meanings of words when prefixes and suffixes he/she understands are added to words he/she already knows. (L.3.4)
- use root words that he/she knows as a clue to help learn the meanings of new words with the same root. (L.3.4)
- use print and computer dictionaries to help find the meanings of new words. (L.3.4)
- understand figurative language.(L.3.5)
- find real life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5)
- figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered). (L.3.5)
- figure out and use words that are appropriate for third grade. (L.3.6)

MATHEMATICS

Operations and Algebraic Thinking (OA)

Students can...

- understand multiplication by thinking about groups of objects. (3.OA.1)
- understand division by thinking about how one group can be divided into smaller groups. (3.OA.2)
- use what he/she knows about multiplication and division to solve word problems. (3.OA.3)
- find the missing number in a multiplication or division equation. (3.OA.4)
- use the Commutative property of multiplication. (know that if $6 \times 4 = 24$, then $4 \times 6 = 24$.) (3.OA.5)
- use the Associative property of multiplication. (To figure out $3 \times 5 \times 2$ he/she can multiply $3 \times 5 = 15$, then $15 \times 2 = 30$ OR multiply $5 \times 2 = 10$, then $3 \times 10 = 30$.) (3.OA.5)
- use the Distributive property of multiplication. (To figure out 8×7 , he/she can think of $8 \times (5 + 2)$ which means $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$.) (3.OA.5)
- find the answer to a division problem by thinking of the missing factor in a multiplication problem. (can figure out $32 \div 8$ because he/she knows that $8 \times 4 = 32$.) (3.OA.6)
- fluently multiply within 100. (3.OA.7)
- fluently divide within 100. (3.OA.7)
- use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if the answers are reasonable. (3.OA.8)
- find patterns in addition and multiplication tables and explain them using what he/she knows about how numbers work. (3.OA.9)

KEY TO CCSS ABBREVIATIONS:

Math standards are written in the following order:
Grade.Domain.standard

Therefore, 3.MD.1 refers to:

- 3rd grade
- Measurement and Data
- Standard number 1

Numbers and Operations in Base Ten (NBT)

Student can use number sense and place value to help in understanding math, student can...

- round numbers to the nearest ten or 100. (3.NBT.1)
- recognize the thousands, hundreds, tens, and ones place in four digit numbers (3.NBT.1)
- fluently add numbers within 1000. (3.NBT.2)
- fluently subtract numbers within 1000. (3.NBT.2)
- quickly and easily multiply any one digit whole number by 10. (3.NBT.3)

Numbers and Operations- Fractions (NF)

Student can use fractions to help in understanding math, student can...

- show and understand that fractions are equal parts of a whole. (3.NF.1)
- label fractions on a number line because he/she knows the space between any two numbers can be thought of as a whole. (3.NF.2)
- explain in words or pictures how two fractions can sometimes be equal. (3.NF.3)
- compare fractions by reasoning about their size. (3.NF.3)
- show whole numbers as fractions. ($3 = 3/1$) (3.NF.3)
- recognize fractions that are equal to one whole. ($1 = 4/4$) (3.NF.3)
- recognize and understand that 25 cents is $\frac{1}{4}$ of a dollar, 50 cents is $\frac{1}{2}$ of a dollar, and 75 cents is $\frac{3}{4}$ of a dollar. (CA 3.NF.3)

Measurement and Data (MD)

Using measurement and data, student can...

- tell and write time to the nearest minute. (3.MD.1)
- measure time in minutes. (3.MD.1)
- solve telling time word problems by adding and subtracting minutes. (3.MD.1)
- measure liquids and solids with liters, grams, kilograms and English units (oz., lb.). (3.MD.2)
- use addition, subtraction, multiplication and division to solve word problems involving mass and volume. (3.MD.2)
- create a picture or bar graph to show data and solve problems using the information from the graphs. (3.MD.3)
- create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter. (3.MD.4)
- understand that the area of plane shapes can be measured in square units. (3.MD.5)
- measure areas by counting unit squares. (3.MD.6)
- measure area by using what he/she knows about multiplication and addition. (3.MD.7)
- solve real world math problems using what he/she knows about the perimeter of shapes. (3.MD.8)

Geometry (G)

Using geometry to assist in understanding math, student can...

- place shapes into categories depending upon their attributes. (3.G.1)
- recognize and draw quadrilaterals such as rhombuses, rectangles and squares, as well as other examples of quadrilaterals. (3.G.1)
- divide shapes into parts with equal areas and show those areas as fractions. (3.G.2)