

3rd Grade

Report Card
Guide Now
Included



Redding School District

Sections:

1. **College and Career Readiness**
2. **English Language Arts Standards**
3. **Mathematics Standards**
4. **Next Generation Science Standards**
5. **Social Studies Standards**
6. **Report Card Guide**





REDDING SCHOOL DISTRICT

Academic Excellence Since 1873



K-5 School
Bonnyviewreddingschools.net
Code to the Future School
5080 Bidwell Rd.
530-225-0030



K-5 School
cypressreddingschools.net
Knowledge for College
2150 Civic Center Dr.
530-225-0040



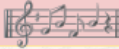
K-8 School - NE University
juniperreddingschools.net
Code to the Future School
375 Ellis St.
530-225-0045



K-5 School
manzanitareddingschools.net
Code to the Future School
1240 Manzanita Hills
530-225-0050



5-8 School
sequoiareddingschools.net
Music Magnet Program
1805 Sequoia St.
530-225-0020



K-5 School - NE University
sycamorereddingschools.net
Spanish Dual Immersion
1926 Sycamore Dr.
530-225-0055



K-8 School
turtlebayreddingschools.net
Capturing Kids Hearts
SHOWCASE SCHOOL
1330 Arboretum Dr.
530-225-0035



HOMESCHOOL

K-8 Homeschool
Homeschoolreddingschools.net
Individualized learning for students.
1805 Sequoia St.
530-225-0076

Neighborhood Schools of Choice

Spanish Dual Immersion Sycamore Elementary – Exciting new program offers both English and Spanish-speaking students the opportunity to attain both Spanish and English language proficiency!



Code to the Future - Bonny View, Juniper, Manzanita Elementary
The project-based Coding is an integrated enhancement which includes EPIC build projects, robotics, 1:1 devices and more.



Capturing Kids Hearts
Building meaningful, productive relationships with every student and every colleague helps build a bridge to learning. We are proud to have a nationally recognized **SHOWCASE SCHOOL** in our district.



Award Winning Music Programs
Musicians are built every year in band, orchestra, and choir. Music offered at every campus. Sequoia Middle School offering 5 different studies of music!



** Use a QR Code Scanner on your mobile device to follow the QR links**

<http://reddingschools.net>

530-225-0011

5885 E. Bonnyview Rd. Redding CA, 96001

Section 1: College and Career Readiness

*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*





College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences find College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
----------------------------------	------------------------------	-----------------------------------	---------------------------------

These are the ways of thinking for college level or productive career work.

Refers to the “big ideas” from core subjects that all students must know.

Self attitudes and habits necessary for success at college or career work.

Information to successfully navigate to a college or career after high school.

Problem formulation

- Hypothesize
- Strategize

Structure of knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

ing

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

awareness

- Ambitions
- Norms/culture

Research

- Identify
- Collect

Attitudes Toward Learning

- Learning content is a challenge
- Content is valued
- Effort
- Intelligence is changed through increased effort
- Under the students control

Learning techniques

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Postsecondary costs

- Tuition
- Financial aid

Interpretation

- Analyze
- Evaluation

Admittance

- Eligibility
- Admissions
- Program

Communication

- Organize
- Construct

Career awareness

- Requirements
- Readiness

Precision & accuracy

- Monitor
- Confirm

Technical knowledge and skills

Ownership of Learning

Post High School



Third Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Third Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p>(Problem formulation)</p> <p>⇒ Child will think through, devise a strategy, and attempt to solve more complex problems.</p>	<p>(Knowledge Building)</p> <p>⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores.</p> <p>⇒ Child reads to learn science or social studies content.</p>	<p>(Ownership-Set Goals)</p> <p>⇒ Child understands how to set time specific goals and work to achieve them.</p> <p>(Ownership-Grit)</p> <p>⇒ Persevere when faced with new, challenging, or unfamiliar tasks.</p>	<p>(Post High School Awareness)</p> <p>⇒ Child understands the terms: All of K-2, advisor, alumni, application, Bachelor's Degree, Dean's list, finals, grants, loan, research</p>
<p>(Research)</p> <p>⇒ Child can think of a person, place or item to help solve problems.</p>	<p>(Characteristic-Effort)</p> <p>⇒ Child is having sustained effort in all work.</p> <p>⇒ Child will take on a challenge.</p>	<p>(Learning-Motivation)</p> <p>⇒ Child will be self motivated and complete tasks even when it isn't interesting.</p>	<p>(Career Awareness)</p> <p>⇒ Child and family read books or articles about jobs.</p>
<p>(Communication)</p> <p>⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.</p>	<p>(Student-Learning)</p> <p>⇒ Child understands that learning is flexible and can be changed through increased struggle.</p>	<p>(Self-Efficacy)</p> <p>⇒ Child has confidence in their own ability to complete tasks.</p> <p>⇒ Child learns from mistakes.</p>	<p>(Career Awareness)</p> <p>⇒ Child learns about jobs through every day connections (store, driving, trips, etc.)</p>
<p>(Precision / Accuracy)</p> <p>⇒ Child is producing work that is increasing in quality as the year progresses.</p>		<p>(Learning Techniques)</p> <p>⇒ Child works well with others.</p> <p>⇒ Child uses technology for producing items and for learning.</p>	<p>(Role & Identity)</p> <p>⇒ Child thinks of themselves as a person who can learn.</p> <p>⇒ Child knows role models in careers the child aspires to.</p>

Section 2: English Language Arts Standards

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student's assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What's Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla's <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use "evidence" gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. "Evidence" is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the "why" they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Otfinoski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student's vocabulary allowing them to see the "power" in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Third Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading	<i>Trimester 1</i> <i>Aug. 16 to Nov. 3</i>	<i>Trimester 2</i> <i>Nov. 6 to Mar. 2</i>	<i>Trimester 3</i> <i>Mar. 5 to June 6</i>
Reading Fluency	85 correct words per minute	110 correct words per minute	120 correct words per minute
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly
Accelerated Reader Scaled Score	327 out of 1400	368 out of 1400	415 out of 1400
Basic Phonics Skills Test (BPST)	85 out of 85	85 out of 85	85 out of 85
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Writing Prompts	Rubric Score 3	Rubric Score 3	Rubric Score 4

Grade 3 Overview | English Language Arts

Third grade students interact with literature and informational text by comparing and contrasting stories, discussing a point of view and comparing it with the author's, and describing a series of events, ideas, or concepts. Along with their reading, third grade writing is more sophisticated. Students produce developed, focused, organized, and edited work. In writing informational pieces, they include charts or graphs and supply facts.

Reading

- Describe how characters' actions contribute to the events
- Compare and contrast stories
- Independently read and understand grade-level literature
- Describe a series of events, ideas, or concepts
- Discuss a point of view and compare it to that of the author

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
- Read words with multiple syllables, e.g., mosquito, puppeteer
- Know the meanings of most common prefixes and suffixes
- Read accurately and with understanding

Writing

- Write opinion pieces that include a chart or graph and list reasons that support the opinion
- Write informative pieces that name the topic, supply facts, and use linking words and phrases
- Write narrative pieces that introduce a narrator and characters, and write about what the characters say, think, and feel
- Produce writing that is developed, focused, organized, and edited

Speaking and Listening

- Follow rules for discussions by building on what others are saying
- Recall ideas and details from something read aloud
- Plan and deliver an informative presentation
- Speak clearly and in complete sentences

Language

- Use correct grammar
- Write legibly in cursive or joined italics; use margins and spacing
- Choose words and phrases for effect
- Use a variety of sentence types
- Capitalize appropriate words
- Correctly add suffixes to base words
- Sitting, smiled, cries

⇒ Recognize the differences between spoken and written standard English

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Foundational Skills

Print Concepts

1. (Not applicable)

Phonological Awareness

2. (Not applicable)

Phonics & Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multi-syllable words.
 - d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary..

Reading - for Literature

Key Ideas & Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. 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.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft & Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (See grade 3 Language standards 4-6 on pages 28 for additional expectations.)
5. 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.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge & Ideas

7. 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).
8. **(Not applicable to literature)**
9. 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).

Range of Reading and Level of Text Complexity

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

Reading - for Informational Text

Key Ideas & Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. 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 time, sequence, and cause/effect.

Craft & Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (See grade 3 Language standards 4-6 on pages 28 for additional expectations.)
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text

Integration of Knowledge & Ideas

7. 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).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. 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

10. 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.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards

Text Types & Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d. Provide concluding statement or section.
2. Write informative / explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order. Provide a sense of closure.

Production & Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (*Grade-specific expectations for writing types are defined in standards 1-3 above.*)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.*)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build & Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

9. (Begins in grade 4)

Range of Writing

10. Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension & Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge & Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. Use reciprocal pronouns correctly
 - d. Form and use regular and irregular plural nouns.
 - e. Use abstract nouns (e.g., *childhood*)
 - f. Form and use regular and irregular verbs.
 - g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - h. Ensure subject-verb and pronoun antecedent agreement.*
 - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - j. Use coordinating and subordinating conjunctions.
 - k. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Language—Vocabulary

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable / disagreeable, comfortable / uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
6. Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

How you can help your child at home with reading and writing.

- Use reading opportunities to help your child develop fluency.
- Listen to your child read books that he/she has brought home from school. Be patient as your child practices reading. Let him/her know that you are proud of his/her reading.
- Ask children who are not very fluent readers (that is, they read slowly and make lots of mistakes) to reread a few sentences or a paragraph a few times, offer help when needed, and praise their successes.
- Encourage your child to write often (for example, letters and thank-you notes to relatives and friends, simple stories, diary or family journal entries, e-mails, and items for the grocery list).
- Help your child learn the correct spelling of words.
- Talk about new words that your child has read or heard. Ask him/her to make up sentences with the new words or use the words in other situations.
- Help your child become aware of prefixes, suffixes, and root words. Point them out in books you are reading together or in print materials around the house.
- Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word's meaning.
- Stop occasionally as you read a book with your child to talk to him/her about the meaning of the book. Help him/her relate the experiences or events in the book to experiences or events in his/her life or to other books you have read together.
- Encourage your child to ask questions. Ask him/her to tell in his own words what the book was about.

Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Third Grade Booklet



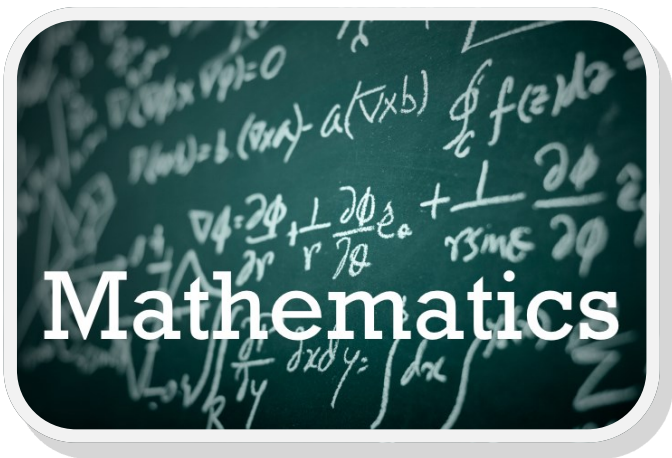
California PTA <http://capta.org/>



Section 3: Mathematics Standards

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



What differences will I see in my student’s assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What’s Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student’s learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to “do the math” that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

Third Grade Knowledge Cut Scores

The Keys to Being Prepared

Mathematics	<i>Trimester 1</i> <i>Aug. 16 to Nov. 3</i>	<i>Trimester 2</i> <i>Nov. 6 to Mar. 2</i>	<i>Trimester 3</i> <i>Mar. 5 to June 6</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 4



California Math Council for Families:

<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%939312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

3 Grade 3 Overview

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

Understand properties of multiplication and the relationship between multiplication and division.

Multiply and divide within 100.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

Develop understanding of fractions as numbers.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Represent and interpret data.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

Reason with shapes and their attributes.

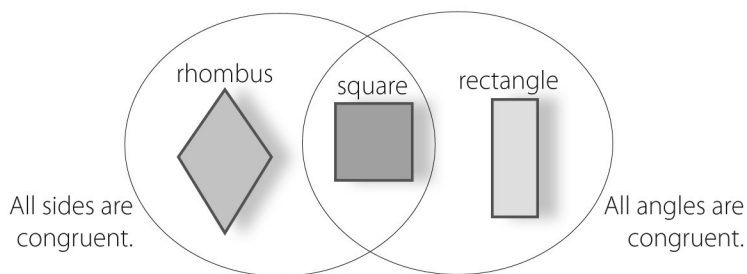
Grade 3 Overview | Mathematics

Third grade students develop an understanding of multiplication and division and learn to fluently multiply and divide within 100. Students are expected to know from memory all products of two one-digit numbers by the end of third grade. Place value understanding is used for multi-digit computation and estimation. Fractions are introduced in the third grade with an emphasis on understanding fractions as numbers and their relative size and placement on the number line. In third grade students understand concepts of area and perimeter and solve problems using liquid volume and mass.

- Solve multiplication and division word problems
- Understand the properties of multiplication
 - ◇ Commutative property of multiplication:
If you know $6 \times 4 = 24$, then you know $4 \times 6 = 24$.
 - ◇ Associative property of multiplication:
 $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$,
or by $5 \times 2 = 10$, then $3 \times 10 = 30$.
 - ◇ Distributive property of multiplication:
If $8 \times 5 = 40$
and $8 \times 2 = 16$,
then 8×7 is:
 $8 \times (5 + 2)$
 $(8 \times 5) + (8 \times 2)$
 $40 + 16 = 56$.

Grade 3 Overview Continued | Mathematics

- Fluently multiply and divide within 100
- Know all products of two one-digit numbers
- Solve word problems with addition, subtraction, multiplication, and division
- Understand that multiplication and division are related
- Use place value to round numbers and know the value of each digit in a four-digit number
- Use place value understanding to solve multi-digit arithmetic
- Estimate reasonable answers using place value knowledge
- Understand fractions as numbers
- Recognize simple equivalent fractions
- Compare two fractions with the same numerator or the same denominator
- Know 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
- Tell and write time to the nearest minute
- Estimate and measure time, volume, and weight
- Understand area and perimeter
- Understand that shapes in different categories can also be in a larger category



Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \checkmark \div 3$, $6 \times 6 = ?$.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

¹ See Glossary, Table 2.

² Students need not use formal terms for these properties

Operations and Algebraic Thinking

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³

³ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations Fractions

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷

⁶Excludes compound units such as cm^3 and finding the geometric volume of a container.

⁷Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Measurement and Data

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters

Geometry

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

Table 2. Common multiplication and division situations

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$ and $18 \div 3 = ?$	$? \times 6 = 18$ and $18 \div 6 = ?$
Equal Groups	<p>There are 3 bags with 6 plums in each bag. How many plums are there in all?</p> <p><i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?</p>	<p>If 18 plums are shared equally into 3 bags, then how many plums will be in each bag?</p> <p><i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?</p>	<p>If 18 plums are to be packed 6 to a bag, then how many bags are needed?</p> <p><i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?</p>
Arrays, Area	<p>There are 3 rows of apples with 6 apples in each row. How many apples are there?</p> <p><i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?</p>	<p>If 18 apples are arranged into 3 equal rows, how many apples will be in each row?</p> <p><i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?</p>	<p>If 18 apples are arranged into equal rows of 6 apples, how many rows will there be?</p> <p><i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?</p>
Compare	<p>A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost?</p> <p><i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?</p>	<p>A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost?</p> <p><i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?</p>	<p>A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat?</p> <p><i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?</p>
General	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades kindergarten through grade eight. The table identifies which domains are addressed in kindergarten through grade five (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains to be covered at later grades.

Domains	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Counting and Cardinality	X					
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X
Measurement and Data	X	X	X	X	X	X
Geometry (G)	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X
Ratios and Proportional Relationships (RP)						
The Number System						
Expressions and Equations (EE)						
Statistics and Probability						
Functions (F)						



Great Kids Milestones Math Videos

<http://www.greatschools.org/gk/category/milestones-subjects/math/>

Milestones is a free online collection of videos aimed at helping parents and guardians understand grade-level expectations in kindergarten through grade five. On this page, find videos featuring students demonstrating what success looks like in math, grade by grade.

How you can help your child at home with Math.

1. Play math games with your child. For example, “I’m thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would satisfy this problem?” Have your child explain the solutions. How does he or she know that all the number pairs have been identified?
2. Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450? $1450 = 1$ thousand, 4 hundreds, 5 tens, and 0 ones, or $1000 + 450$, 14 hundreds and 50 ones, 13 hundreds + 15 tens, etc.
3. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many $\frac{1}{3}$'s are in a whole, how many $\frac{1}{4}$ cups you need to make $1\frac{1}{4}$ cups, and how many times you have to refill a $\frac{1}{2}$ cup measure to make $1\frac{1}{2}$ cups.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Third Grade Booklet



California PTA <http://capta.org/>



Section 4: Next Generation Science Standards





“Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.”

Leonardo Da Vinci



In many cases, grade three returns to some of the same topics and phenomena as kindergarten but revisits them with a more sophisticated application. Table shows a sequence of four phenomenon-based Instructional Segments (IS) in grade three.

Overview of Instructional Segments for Grade Three

	<p>1 Playground Forces</p>	<p>Students investigate the effects of forces on the motion of playground objects like balls and swings. They use pictorial models to describe multiple forces on objects and predict how they will move as those forces change. They ask questions about how electric and magnetic forces can act without touching and then use them to solve a problem in a design challenge.</p>
	<p>2 Lifecycles for Survival</p>	<p>Students observe lifecycles as well as animals living in groups and then describe how these traits help organisms meet their needs. Students measure different traits to document the differences between offspring, their parents, and other members of their population. Some of these variations make organisms more likely to survive.</p>
	<p>3 Surviving in Different Environments</p>	<p>Students develop a model of the relationship between traits, environment, and survival. Students collect evidence that organisms live in environments that best meet their needs, and that changes in the environment can affect the traits and survival of organisms.</p>
	<p>4 Weather Impacts</p>	<p>Students record patterns in weather over the school year and then analyze their data. They learn about weather patterns around the world and design solutions to reduce the impacts of weather hazards right in their own schoolyard.</p>



Engineering Connection

Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. Some engineers design recreational equipment such as playground equipment. This engineering connection asks students to use magnets to make a ‘better’ swing. This is one possible challenge in which students define a problem that could be solved by magnets (3-PS2-4). The emphasis in this PE is on defining the **problem [SEP-1]**, which requires students to identify constraints and define the criteria for success (3-5-ETS1-1). Students can also generate multiple solutions and compare them (3-5-ETS1-2).

Prompt for students: What if you could have a swing that made you go fast and high without any pushing or pulling by you or your friends? Can you figure out a way to use your understanding of magnets to design a swing that uses magnetic force to keep the swing moving? First, you need to figure out the requirements such as how big a person could ride the swing, how much space you have available on the playground for this new toy, and how many magnets you can use. Then, you’ll need to decide how you will know if you have succeeded. Is it enough for the swing to go back and forth once? Or does it need to keep going multiple times? How many? How high does it need to go in order to be ‘fun enough’? Sketch two different designs in your notebook. What are the relative advantages and disadvantages of each?



Section 5: History Social Science Standards

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

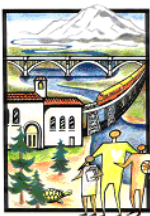
- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
- 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
 1. Describe national identities, religious beliefs, customs, and various folklore traditions.
 2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
 3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
 4. Discuss the interaction of new settlers with the already established Indians of the region.
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.



REDDING ELEMENTARY

SCHOOL DISTRICT

STANDARDS-BASED

REPORT CARD

THIRD GRADE

PARENT GUIDE



Table of Contents

District Message.....	3
Components of a Standards-Based System	4
Special Needs Students.....	5
Format of Report Card.....	5
The Report Card.....	6/7
A Body of Evidence for Reporting	8
Reading Success Indicators	9
Successful Learning Behaviors.....	10

A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Cindy Bishop
Director of Educational Services

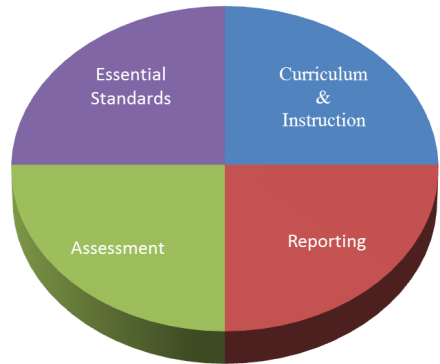
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- The spelling section looks at how students are learning words through the weekly list process and within their own writing.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.



Successful learning Behaviors: Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS: Proficiency levels are reported using these levels

**Redding School District
REPORT TO PARENTS - THIRD GRADE**

Student: _____ School: _____ Year: **2015-2016**
 Teacher: _____ Principal: _____ Grade: **3**
 Stu #: _____ 11/09/2015 - 02/29/2016
 BirthDate: _____

EXPLANATION OF MARKS

Effort	Progress Toward Standard
O Outstanding	4 Standard Exceeded
S Satisfactory	3 Standard Met
P Progressing	2 Standard Nearly Met
N Not Yet	1 Standard Not Met
	M Progressing w/Modified Curriculum
	NT Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	1	2	3
English Language Arts - Reading			
Reading Literature			
Asks and answers questions about the text.			
Recounts stories to include story elements.			
Distinguish a personal point-of-view from that of the narrative/character.			
Reading Informational Text			
Asks and answers questions using evidence from the text.			
Determines the main idea of a text, recounts the key details presented in diverse media.			
Compares and contrasts the most important points and key details presented by two texts on the same topic.			
Speaking & Listening			
(SL 1) Comprehension & Collaboration			
Engages in a range of collaborative discussions.			
Determines the main idea and supporting details of text presented in diverse media.			
(SL 2) Presentation of Knowledge & Ideas			
Presents information with appropriate facts and relevant, descriptive details.			
Speaks clearly with appropriate pace, volume, and expression.			

Reporting Period	1	2	3
Mathematics			
Operations & Algebraic Thinking			
Interpret products of whole numbers			
Interpret whole-number quotients of whole numbers			
Use multiplication and division within 100			
Determine the unknown whole number in a multiplication or division equation relating 3 whole numbers			
Understands properties of multiplication & the relationship between multiplication & division			
Fluently multiply within 100			
Fluently divide within 100			
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
Numbers & Operations in Base Ten			
Understand place value to round to the nearest 10 or 100			
Fluently add and subtract within 1,000			
Multiply one-digit whole numbers by multiples of 10			
Numbers & Operations of Fractions			
Recognize that fractions are part of a whole			
Understand & compare fractions as a number between 0 and 1 on a number line			
Explain equivalence and compare fractions.			
Measurement & Data			
Tell and write time to the			
Measure and estimate			
Draw a scaled picture g			
Generate measurement			
Calculate the area of pl			
Solve real-world problem polygons.			
Geometry			
Understand shapes may share attributes			

Reporting Period	1	2	3
English Language Arts - Writing			
Narrative Writing			
Narrate real or imagined experiences using sensory details, a clear sequence, descriptive dialogue, and a conclusion.			
Informational Writing			
Writes text to examine a topic, conveys ideas & information clearly. The text introduces the topic, develops topic, uses linking words & provides a concluding statement.			
Opinion Writing			
Write an opinion piece on a topic or text that includes an introduction, supporting reasons, linking words, & a conclusion.			
Language Conventions (punctuation & grammar)			
Acquire and use grade-level appropriate vocabulary			
Spelling			
Applies correct spelling of grade-level words in written work.			

MATHEMATICS: Student achievement is reported by clearly stated essential standards for Mathe-

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Successful learning behaviors use Effort marks.

Student: _____

Report

Standards for Mathematical Practice				
Make sense of problems and persevere in solving them.				
Construct viable arguments and critique the reasoning of others.				
Use appropriate tools strategically.				

Science				
Demonstrates an understanding of content and concepts				
Social Studies				

Demonstrates an understanding of content and concepts				
Physical Education/Health				

Sportsmanship and participation; demonstrates an understanding of concepts.				
Visual & Performing Arts				

Demonstrates an understanding of content and concepts				
---	--	--	--	--

Successful Learning Behaviors

Ownership of Learning

SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.				
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure				
ACADEMICALLY RESPONSIBLE: Participates thoughtfully; produces quality work.				
HOMEWORK: Completes homework on time.				

Learning Techniques

RESPECTFUL: Respects others needs and rights; follows school rules and procedures.				
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.				
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.				

Technology

Produce a half page document in one sitting				
Ability to type, edit, print & save a document				

Rev 6.9.16

Attendance				
Days Enrolled				
Days Absent				
Days Tardy				

TEACHER COMMENTS

1st Trimester:

2nd Trimester:

3rd Trimester:

Signature: _____

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◇ **BPST – Basic Phonics Skills Test**
 - ◇ High Frequency Sight Words
 - ◇ Primary Spelling (1st Grade)
 - ◇ CBM Curriculum Based Measurements Fluency
 - ◇ Accelerated Reader STAR Assessments
 - ◇ Anecdotal records
 - ◇ end of unit assessments
- Writing samples - prompts



Mathematics:

- Benchmark/Diagnostic:
 - ◇ District Assessments
 - ◇ End of unit assessments
 - ◇ Teacher-created essential standards assessments
 - ◇ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations
- End of unit benchmark assessments

The Reading Success Indicators:

These are recorded grade level targets of reading success. The benchmark numbers are there because they are correlated indicators of future reading success and it gives us an idea that they might be successful on the state testing in the future.



Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. These three elements are identified within a text by particular punctuation. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.

Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. If they spend their time decoding then they have less mental resources available to use towards comprehension of what they read. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (1st graders must know 80-90 sight words to take measurement) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

High Frequency Sight Words – Vocabulary is a large part of reading success. If students can recognize the most frequently used words in the English system then they are more likely to be able to read fluently and with more accuracy. The Redding School District tracks the first 100 sight words within grade 1.

BPST – The **Basic Phonics Skills Test** measures the decoding abilities of students including letter sounds, specific phonics patterns, and blending syllables in words in isolation. It is used by teachers to isolate the phonics sounds students can identify and blend successfully in order to help with instruction.

The Successful Learning Behaviors:

Successful Learning Behaviors:



Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time manage-

ment skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

