

## ESSENTIAL STANDARDS (continued)

### MATHEMATICS (continued)

#### ➤ **Measurement and Geometry**

Students use correct units and measurement tools to measure length, volume, weight and mass of objects. They describe and compare attributes of two and three-dimensional geometric figures and use their understanding to show relationships and solve problems.

#### ➤ **Statistics, Data Analysis, and Probability**

Students conduct probability experiments, record outcomes, summarize results, and predict events.

#### ➤ **Mathematical Reasoning**

Students use strategies, concepts, and reasoning skills to solve story problems.

### HISTORY-SOCIAL SCIENCE

➤ Students learn more about how the past events and traditions, including the study of American Indians, immigrants, etc. have impacted our current society. They describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and events. They understand the role of rules and laws in our daily lives and the basic structure of our local and U.S. government. They can demonstrate basic economic reasoning skills and an understanding of the economy at the local level.

### SCIENCE

#### ➤ **Physical Sciences**

Students understand that energy and matter have multiple forms and can change from one form to another. They know that light has a source and travels in a direction.

#### ➤ **Life Sciences**

Students understand that organisms can help their survival by adapting their physical structure or behavior.

#### ➤ **Earth Sciences**

Students know that objects in the sky move in regular and predictable patterns.

## **SUGGESTED HOME LEARNING ACTIVITIES**

### ENGLISH-LANGUAGE ARTS

1. Ask your child to retell stories he/she has read. Ask questions about characters, setting, plot, supporting events, and outcome.
2. Read a variety of literature (i.e., poetry, legends folktales, biographies, fiction and non-fiction, etc.).
3. Practice various types of writing (i.e., journals, letters, stories, notes, invitations, etc.).

### MATHEMATICS

1. Assist your child in memorizing addition, subtraction, multiplication, and division facts.
2. Practice place value (up to ten-thousands) using whole numbers and money.
3. Practice measuring length, volume, and weight of objects using different measurement tools.

# GRADE 3



## Parent Guide to Academic Content Standards and Report Card

Dear Parents/Guardians:

Well-communicated standards provide you with the information to have a better understanding of what your child is expected to learn in the core subject areas in this grade level. This guide provides additional information about the essential standards for English-Language Arts, Math, History-Social Science, and Science on the Standards-Aligned Report Card. In an effort to share the most information about your child's performance, an explanation and/or a description for the grades on the report card are also given.

### ACHIEVEMENT GRADES FOR CONTENT AREAS

The trimester grades for English-Language Arts: Reading; English-Language Arts: Writing; and Mathematics encompass student progress on all subheadings listed under the main standards. Please note that the trimester grades do not represent a mathematical average of the subheading marks. The grades provide more of an evaluation of the student's overall progress towards the expected end of year grade level standards.

### PROGRESS TOWARDS END OF YEAR GRADE LEVEL STANDARDS

The State of California expects students at this grade level to have mastered the identified standards by the end of the school year (exit level standards). Students have the entire school year to master the grade level standards. The numerical marks for each trimester indicate your child's progress towards mastery of these **exit level standards**.

A "3" is considered appropriate progress at the end of the first and second trimesters; however, a "3" at the end of the school year (third trimester) indicates that the standard has not been met, because the student is only approaching grade level in that standard. A student that is receiving a "2" or "1" in the standards is below grade level and requires intervention and assistance. A plan should be developed and discussed with the teacher.

## PROGRESS MARKS

### **5 = Advanced – exceeds grade level standards**

The student completes excellent work for this grade level. The student consistently meets and often exceeds the expected end-year standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills above the grade level.

### **4 = Proficient – meets grade level standards**

The student completes work with a suitable/appropriate quality befitting this grade level. The student regularly meets the expected end-year standard. S/He regularly grasps and applies key concepts, processes, and skills at the grade level.

### **3 = Basic – approaching grade level standards**

The student completes work which may demonstrate some understanding of the grade level tasks. The student is beginning to, and sometime does, meet the expected end-year standard. S/He is beginning to grasp and apply key concepts, processes, and skills for the grade level but still produces work that is not consistently at the grade level.

### **2 = Below grade level standards**

The student completes work which demonstrates a minimal understanding of the grade level tasks. The student usually does not meet the expected end-year standard.

### **1 = Far below grade level standards**

The student completes work which demonstrates little understanding of the grade level tasks. The student does not meet the expected end-year standard and is working below grade level.

### **NA = Not Assessed (at this time)**

This standard has not yet been addressed during the reporting period and students will not be assessed for this grade level standard at this grading period.

### **X = Indicates difficulty**

An “X” inside a small “floating” box indicates that the student is having difficulty with the listed standard. This could be a reason why the numeric progress mark is low.

## INSTRUCTIONAL READING LEVEL

This reading level represents the student’s decoding as well as comprehension skill level on a reading scale. The descriptive part of the year (“Beg.” for Beginning, “Mid.” for Middle, and “End”) is written along with the grade level at which the student is reading. The benchmark for a student to be proficient is to be on grade level (reading at the “End” of the student’s grade level) at the end of the third trimester. If the student is reading considerably above grade level, the word “Above” will be written.

## ESSENTIAL STANDARDS

### **GRADE 3**

### **ENGLISH-LANGUAGE ARTS**

#### **➤ Reading**

*Word Analysis, Fluency, and Systematic Vocabulary Development:* Students understand the basic features of reading. They use phonics, letter and word patterns, syllables and word parts to read more complex words. They apply this knowledge to achieve fluent oral and silent reading.

*Reading Comprehension:* Students find information using the title, table of contents, chapter headings, glossaries, and indexes. They answer questions about a story using information from the text and things they already know. They identify the main idea and details, make and revise predictions, and recall major parts of a text. They identify the problem and solution in a story. They can follow written directions with several steps.

*Literary Response and Analysis:* Students read and analyze a variety of literature, including writings from different cultures. Students identify common forms of literature (i.e., fiction, nonfiction, poetry, drama, etc.). They identify story plots, settings, character traits, the theme or author’s message in fiction and nonfiction, and the speaker or narrator in a story.

#### **➤ Writing**

*Writing Strategies:* Students write clear and coherent sentences and paragraphs with topic sentences and supporting details. They revise and improve their writing using a rubric. They write legibly with correct spacing in cursive or joined italic.

*Writing Applications:* Students write clear detailed descriptions of people, places, things or experiences. They write a story with action, supportive plot details, and tell why their topics/stories are important. They use proper form when writing formal and informal letters, thank-you notes, and invitations. Their writing shows they understand the audience for whom they are writing.

*Written Language Conventions:* Students write and speak using correct sentence structure. They identify and use subjects, verbs, pronouns, adjectives, adverbs, and compound words. They punctuate sentences, dates, cities and states, addresses, book titles, and words listed in a series correctly. They capitalize places, holidays, historical periods, and special events correctly. They spell and put words in alphabetical order.

#### **➤ Listening and Speaking**

Students demonstrate understanding of a speaker’s message. They are able to clearly state their ideas using proper vocabulary, tone, and pace. They make short oral presentations about familiar experiences or interests that are organized around a main idea. They present stories, poems, or plays using correct tone, rhythm, and pace.

### **MATHEMATICS**

#### **➤ Number Sense**

By the end of grade three, students deepen their understanding of place value and their understanding and skill with addition, subtraction, multiplication, and division of whole numbers.

#### **➤ Algebra and Functions**

Students write mathematical expressions to show relationships between quantities. They use appropriate symbols and operations to solve simple number relationships.