



# 3rd Grade Standards-Based Report Card



## Information for Parents Overview/Explanation

Every child grows and develops through stages at his/her own rate. Children in the same grade may differ widely. However, there are expectations (standards) for students to have mastered by the end of each year. This pamphlet reflects expectations in each curriculum area. The bold print on this document reflects the statements on the report card. The bullet points provide further explanation and concrete examples of each report card statement. Each trimester your child's teacher is looking for evidence that your child has mastered these skills so they can report that information to you. When families and teachers work together as partners, our children have the best opportunity to learn and succeed in school.



The State of Illinois requires that students receive instruction and master learning standards at each grade level. Achievement and learning behaviors are reported separately. A standards-based report card uses numerical levels to indicate performance based on student work when it is compared to models that meet the standards.

**4 = Exceeds standard**

**3 = Meets standard**

**2 = Does not yet meet standard**

**1 = Warning: Significantly below standard**

**NA = Standard not addressed this trimester**

## ACADEMIC READINESS AND ENGAGEMENT

- **Prepared**
  - Follows teacher's instructions.
  - Brings necessary materials.
  - Completes assignments at home, when asked.
- **Participates**
  - Engages in class activities, both individually and with others.
  - Asks and answers questions.
  - Initiates discussions.
- **Collaborates**
  - Works in pairs or groups.
  - Shares responsibly and interacts respectfully.
  - Makes decisions with others through compromise and negotiation.
  - Completes tasks with others.

## LIFE READINESS

- **Respectful**
  - Can explain and show appreciation for the rights of self and others.
  - Can empathize with people who are different from one's self.
  - Has a positive approach to working with others.
  - Is able to develop and maintain friendships.
- **Responsible**
  - Solves conflicts without adult assistance.
  - Can explain the cause and effects of conflicts.
  - Sets personal goals and monitors progress.
  - Listens to directions and follows school rules.
- **Safe**
  - Actively contributes to the safety of the school.
  - Works well with other students.
  - Can evaluate the effectiveness of rules and their consequences.
  - Can generate alternative solutions and evaluate consequences for a range of situations.

## PLANNING INQUIRIES AND SOLVING PROBLEMS

*Inquiry skills, science and engineering practices, and standards for mathematical practice.*

- **Asking questions and making sense of problems:** Makes sense of problems, constructs compelling questions, and determine helpful types of sources.
  - **Inquiry Skill - Creating Essential Questions:** Develop essential questions and explain the importance of the question to self and others.
  - **Inquiry Skill - Creating Supporting Questions:** Create supporting questions to help answer essential questions in an inquiry.
  - **Inquiry Skill - Determining Helpful Sources:** Determine sources representing multiple points of view that will assist in answering essential questions.
- **Gathering sources and using evidence:** Gather sources to use as evidence in order to support claims.
  - **Inquiry Skill - Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.**
  - **Inquiry Skill - Developing Claims and Using Evidence:** Develop claims using evidence from multiple sources to answer essential questions.
- **Communicating conclusions and taking evidence-based action:** Make informed inferences, determines actions supported by evidence, and is able to critique the reasoning of others.
  - **Inquiry Skill - Communicating Conclusions:** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
  - **Inquiry Skill - Critiquing Conclusions:** Identify a range of local problems and some ways in which people are trying to address these problems.
  - **Inquiry Skill - Taking Informed Action:** Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.

## PLANNING INQUIRIES AND SOLVING PROBLEMS (CONTINUED)

- **Perseverance and growth mindset:** Demonstrates perseverance throughout the learning process, seeking assistance and guidance in the face of adversity.

## READING LEVEL

Reading below grade-level (BLW), reading at grade level (AT), or reading above grade-level (ABV).

- Determined by student's benchmark on the spelling and word recognition assessment (Reading Horizon Discovery).
- Other Measures may include: Lexile or Fountas and Pinnell.

## INTEGRATED LITERACY

**CROSSCUTTING CONCEPTS:** Analyze texts, multimedia, and first-hand experiences through the appropriate Crosscutting Concept in order to make predictions or to draw inferences.

### • Trimester One

- **Cause and Effect:** Identify relationships between events and explain why these relationships exist.
- **Structure and Function:** Describe how the way things are designed relate to what they do.

### • Trimester Two

- **Patterns:** Look for ways that things are the same, how things repeat in predictable ways, or how things can be grouped together.
- **Stability and Change:** Recognizing that some things stay the same while others change, and that while some things change quickly, others may change slowly.

### • Trimester Three

- **Flows, Cycles, and Conservation:** Following an object, idea, or individual as it moves through a series of events noting the way it changes and the ways it remains the same.
- **Scale, Proportion, and Quantity:** Recognize differences in size and amount between objects and the magnitude of the differences in size and amount.
- **Systems and System Models:** Describe how several parts work together to make something larger function.

**SCIENCE CONCEPTS:** Understands the concepts of life, physical, and earth/space science, and their interconnectedness.

### • Trimester One

- **Life Science:** Explain that animals are well adapted to their environments.
- **Life Science:** Explain that having some characteristics give an organism an advantage.
- **Physical Science:** Explain that things can be pushed or pulled in varying strengths and directions.
- **Physical Science:** Explain that an object which is not moving is being pushed or pulled from multiple directions which cancel each other out.
- **Physical Science:** Recognize patterns in the way things move and use the patterns to make a prediction.
- **Physical Science:** Explain that objects which are touching push on each other.
- **Physical Science:** Explain that objects do not need to be touching for magnetic or electrical forces to be applied.

### • Trimester Two

- **Life Science:** Explain that some traits are genetic and come from parents, others are a result of the environment, and some are a combination of both.
- **Life Science:** Explain that living things are different because they inherit different information from their parents and/or live in different environments.
- **Life Science:** Explain that if the environment changes some animals die, some move, and new organisms move in the environment.
- **Life Science:** Explain that there is a variety of life in lot of different place on Earth, and if the environment of these places changes, the animals living there will be affected.
- **Life Science:** Explain that we can tell using fossils that some plants and animals have gone extinct.
- **Life Science:** Explain how fossils can be used to tell us how environments have changed.
- **Earth and Space Science:** Explain that recording weather over time allows people to notice patterns which can be used to predict weather.
- **Earth and Space Science:** Define climate as a description of how weather is in an area over a long span of time.
- **Earth and Space Science:** Explain that there a lots of natural hazards and while these hazards cannot be prevented, humans can do things to lessen their impact.

## INTEGRATED LITERACY

### SCIENCE CONCEPTS (CONTINUED):

#### • Trimester Three

- **Life Science:** Explain that some living things stay in groups to help them survive.
- **Life Science:** Explain that organisms need to reproduce so a species does not go extinct.
- **Life Science:** Explain that there are many different types of life cycles in plants and animals.

**SOCIAL SCIENCE CONCEPTS:** *Understands the concepts of civics, economics and financial literacy, geography, history, and their interconnectedness.*

#### • Trimester 1

- **Civics: civic and political institutions:** Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.
- **Civics: civic and political institutions:** Explain how groups of people make rules to create responsibilities and protect freedoms.
- **Civics: participating and deliberation - applying civic virtues and democratic principles:** Compare procedures for making decisions in the classroom, school, and community.
- **Economics: financial literacy:** Describe the role of banks and other financial institutions in an economy.
- **Economics: financial literacy:** Explain that when people borrow, they receive something of value now and agree to repay the lender over time.

#### Trimester Two

- **Economics: economic decision making:** Compare the goods and services that people in the local community produce and those that are produced in other communities.
- **Economics: exchange and markets:** Generate examples of the goods and services that governments provide.
- **Geography: human-environment interactions:** compare how people modify and adapt to the environment and culture in our community to other places.
- **Geography: geographic representations:** locate major landforms and bodies of water on a map or other representation.
- **Geography: global interconnections:** show how consumption of products connects people to distant places.
- **History: change, continuity, and context:** create and use a chronological sequence of events.

- **History: historical sources and evidence:** identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

#### • Trimester Three

- **History: change, continuity, and context:** Create and use a chronological sequence of events.
- **Perspectives:** Describe how significant people, events, and developments have shaped their own community and region.
- **Civics: processes, rules, and laws:** Describe how people have tried to improve their communities over time.

**READING CONCEPTS:** *Reads closely to determine key ideas and details in a variety of grade level texts (Literature and Informational).*

- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recounts stories; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.
- Describes characters in a story and explains how their actions contribute to the sequence of events.
- Determines the main idea of a text; recounts the key details and explain how they support the main idea.
- Describes 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.

**READING CONCEPTS:** *Uses knowledge of words to comprehend text.*

- Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refers 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.
- Distinguishes their own point of view from that of the narrator or those of the characters.
- Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguishes their own point of view from that of the author of a text.

**READING CONCEPTS:** *Integrates various print resources to make connections, comparisons, and understand text.*

- Explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters.
- Uses information gained from illustrations and the words in a text to demonstrate understanding of the text.
- Describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compares and contrasts the most important points and key details presented in two texts on the same topic.

## FOUNDATIONAL LITERACY

*In grade 3, student foundational literacy skills focus on the following criteria:*

- Reads 3rd grade material with purpose and understanding.
- Uses foundational literacy skills to decode (read) words.
- Reads between 73-93 words per minute by the end of trimester one.
- Reads between 87-107 words per minute by the end of trimester two.
- Reads between 102-122 words per minute by the end of trimester three.

## WRITING

*Writes opinion, informative/explanatory, and narrative pieces for a variety of audiences.*

- Uses topic sentence, developed supporting information in a logical order, and a closing section to create a variety of writing genres.

*Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

- Organizes ideas and writing.
- Communicates ideas clearly and logically.

- Stays on task and topic.
- Writes for specific purposes and stays on topic.
- Communicates to intended audience.

*Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

- Edits writing.
- Adds details.
- Uses correct verb tenses, agreement, and conjunctions.
- Capitalizes titles.
- Uses commas and quotation marks in dialogue.
- Uses reference materials to correct and check spelling.
- Clarifies ideas.
- Gathers feedback to improve writing.

*Uses technology to produce, publish writing, and collaborate with others.*

- Uses the internet, Google, or microsoft for producing, publishing writing, and collaboration.

*Writes routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.*

- Narrative, Opinion, Informative.
- Writing in response to reading.
- Communication (email, Google...)
- Builds stamina in writing to produce more ideas that are on task and topic.

*Demonstrates use of standard English grammar when writing or speaking.*

- Communicates effectively in formal and informal writing.
- Continues conversations through multiple exchanges.
- Asks and answers questions, gets clarification, elaborates as needed.

## WRITING (CONTINUED)

- Follows group norms for discussions.
- Speaks clearly and uses appropriate pace.
- Recounts stories and factual information appropriately.

## MATHEMATICS

*In Grade 3, student learning focuses on four critical areas:*

- Developing understanding of multiplication and division and strategies for multiplication and division within 100.
- Developing understanding of fractions, especially unit fractions (fractions with numerator 1).
- Developing understanding of the structure of rectangular arrays and of area.
- Describing and analyzing two-dimensional shapes.

## MUSIC

*Interprets, refines, and presents musical selections.*

- Uses feedback to improve performance.
- Performs a variety of written music with appropriate expression.
- Demonstrates understanding of music vocabulary and notation, including form.
- Revises personal musical ideas.

*Creates and develops personal musical ideas.*

- Creates music based on musical decisions.
- Improvises rhythms, melodies, and harmonies for a specific purpose.
- Justifies choices when creating improvising music.
- Notates or records musical ideas.

*Responds to music using a variety of strategies.*

- Selects music for a specific purpose and justifies choices.
- Uses musical knowledge and vocabulary to explain the impact of music choices in a composition.
- Identifies and demonstrates expressive qualities in music.
- Uses a rubric to evaluate a performance.

*Explores connections between music and the world.*

- Explains how music connects to society, culture, or personal experience.
- Identifies and explains the purpose of various types of music.
- Selects and shares music with peers.

## VISUAL ARTS

*Conceptualizes and generates artistic work.*

- Uses a variety of media safely and correctly to create art, including found or recycled objects.
- Creates art that represents a variety of natural and man-made environments.
- Synthesizes ideas from a variety of sources and personal documentation and selects appropriate materials to create art.
- Works with others to solve artistic challenges and design problems.

*Explores and demonstrates the relationship between art and the world.*

- Describes the relationship between art and life experiences.
- Identifies places or objects of personal significance.
- Creates artwork based on observation places, objects, events, experiences, beliefs, and personal preferences.
- Explores the various uses of art throughout history, representing the role of art in various traditions.
- Explores the impact of art on various communities and cultures.

*Applies criteria to analyze and interpret art.*

- Uses art vocabulary and descriptive language to describe and categorize artwork.
- Uses art vocabulary to talk about personal artistic choices.
- Uses art vocabulary and collected evidence to identify the context of an artwork.
- Demonstrates understanding of the value of art (advocacy).

## PHYSICAL EDUCATION

*Demonstrates understanding of movement patterns and concepts.*

- Demonstrates control during combined and sequential movement patterns.
- Demonstrates control when using manipulative skills.
- Performs movement patterns at a moderate to vigorous level during physical activity.
- Demonstrates understanding of the principles of movement.

*Demonstrates understanding of the Components of Fitness through goal setting and monitoring of progress during health-enhancing activities.*

- Demonstrates understanding of the benefits of maintaining personal fitness.

- Sets a personal fitness goal and engages in regular physical activity to improve fitness.
- Monitors individual heart rate before, during, and after activity.
- Demonstrates understanding of the Components of Fitness.

*Demonstrates understanding of safety procedures and cooperative strategies during activities and gameplay.*

- Demonstrates of safety procedures during group activity and accepts responsibility for personal actions
- Works independently or collaboratively to reach a goal during physical activity.
- Identifies offensive, defensive, and cooperative strategies during gameplay.

