North Kansas City Schools Parent Guide to the Grade Card

Grade 3
Parent Guide

Grade 3
Measurement Topics and Descriptions

Explanation of Reading Levels

(Fountas & Pinnell (1996) *Guided reading: Good first teaching for all children. p.177;* Jan Richardson (2016) *The Next Step Forward in Guided Reading)*)

Emergent (EM) Description	Early (EA) Description	Transitional (TR) Description	Fluent (FL) Description
Emergent Readers: • heavily rely on information from pictures • may attend to and use some features of print • may notice how print is used • may know some words • use the introduced language pattern of books • respond to texts by linking meaning with their own experience • begin to make links between their own oral language and print	Early Readers: • rely less on pictures and use more information from print • have increasing control of early reading strategy • know several frequently used words automatically • read using more than one source of information • read familiar texts with phrasing and fluency • exhibit behaviors indicating strategies such as monitoring, searching, cross-checking, and self-correction	Transitional Readers: • have full control of early strategies • use multiple sources of information while reading for meaning • integrate the use of cues • have a large core of frequently used words • notice pictures but rely very little on pictures to read the text • for the most part, read fluently with phrasing • read longer, more complex texts	Fluent Readers: • use all sources of information flexibly • solve problems in an independent way • read with phrasing and fluency • extend their understanding by reading a wide range of texts for different purposes • read for meaning, solving problems in an independent way • continue to learn from reading • read much longer, more complicated texts • read a variety of genres

Reading Performance
Independent reading performance (what a child can do without support) will be reported out in two ways. The child's independent reading stage will be provided and whether their reading performance is at grade level (=), above grade level (+), or below grade level (-) expectations for that quarter.

English Language Arts

Reading Foundational Skills
Students will know and apply grade-level phonics and word analysis skills (multi-syllable words) in decoding words. Students will also read on-level text with purpose, accuracy, and understanding.

Reading Fiction and Non-Fiction Text
Students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

Writing
Students will compose a variety of texts with the guidance of adults (opinion, informative/explanatory, narrative) that are clear and coherent in which the development and organization are appropriate to task, purpose and audience. Students will conduct research projects to build knowledge about a topic. With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.

Language
Students will demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing, speaking, reading, and listening. They must also be able to determine or clarify the meaning of grade-level appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

Listening and Speaking
Students will effectively engage in a range of collaborative discussions with diverse partners on *grade 3* topics and texts, building on others' ideas and expressing their own clearly. Students will also speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

Number Sense and Operations in Base Ten
Students will round whole numbers to the nearest 10 or 100; read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form; demonstrate fluency with addition and subtraction within 1000; and, multiply whole numbers by multiples of 10 in the range 10-90.

Number Sense and Operations in Fractions

Students will understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts; understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole; represent fractions on a number line; demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line; recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent; compare two fractions with the same numerator or denominator using the symbols >, = or <, and justify the solution; and, explain why fraction comparisons are only valid when the two fractions refer to the same whole.

Relationships and Algebraic Thinking

Students will interpret products of whole numbers; interpret quotients of whole numbers; describe in words or drawings a problem that illustrates a multiplication or division situation; use multiplication and division within 100 to solve problems; determine the unknown number in a multiplication or division equation relating three whole numbers; apply properties of operations as strategies to multiply and divide; multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations; know all products of two one-digit numbers; demonstrate fluency with products within 100; write and solve two-step problems involving variables using any of the four operations; interpret the reasonableness of answers using mental computation and estimation strategies including rounding; and, identify arithmetic patterns and explain the patterns using properties of operations.

Geometry and Measurement

Students will understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category; distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories; partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole; tell and write time to the nearest minute; estimate time intervals in minutes; solve problems involving addition and subtraction of minutes; measure or estimate length, liquid volume and weight of objects; use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units; calculate area by using unit squares to cover a plane figure with no gaps or overlaps; label area measurements with squared units; demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value; multiply whole-number side lengths to solve problems involving the area of rectangles; find rectangular arrangements that can be formed for a given area; decompose a rectangle into smaller rectangles to find the area of the original rectangle; solve problems involving perimeters of polygons; and, understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.

Data and Statistics

Students will create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories; solve one- and two-step problems using information presented in bar and/or picture graphs; create a line plot to represent data; and, use data shown in a line plot to answer questions.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise we work to develop in our students. In doing so, we expect students to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and, look for and make use of regularity in repeated reasoning.

Science

Physical Science
Matter and Its Interactions

Students will investigate that water can change from a liquid to a solid (Freeze), and back again (melt), or from a liquid to a gas (evaporation) and back again (condensation) as a result of temperature changes. Students will construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Engineering, Technology and Application
Engineering Design

Students will plan and carry out fair tests in which variables are controlled and failure points are considered, as well as identify aspects of a model or prototype that can be improved. Students generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Students will define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.

Life Science
From Molecules to Organisms: Structure and Process

Students will construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive. Students will develop a model to compare and contrast observations on the life cycle of different plants and animals.

Heredity: Inheritance and Variation of Traits

Students will analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Using evidence students will support the explanation that traits can be influenced by the environment. Students will use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students will construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Earth Science

Weather and Climate

Students will represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Students will obtain and combine information to describe climates in different regions of the world.

Natural Hazards

Students will make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Social Studies

Democracy

Students will describe how decisions and laws are made in our government. Students will explain the three branches of government. Students will also understand the rights and responsibilities of citizens.

Economics

Students will identify resources. Students will explain public goods and services. Students will do a cost-benefit analysis.

Interactions Between Cultures and People

Students will know how people must work together to meet their needs.

Geography and Geographic Tools

Students will describe the landforms and the environment of Missouri and the United States. Students will read and build maps. Students will identify Missouri and Mississippi Rivers and the states that surround Missouri. Students will investigate different regions.

U.S. Documents and Symbols

Students will analyze the National Anthem, Constitution, and the Declaration of Independence.

Influential Individuals

Students will describe the impact of some of history's most influential people, such as Dr. Martin Luther King.

People, Places and the Environment

Students will understand how changes in technology impact the lives of people. Students will also understand how people that specialize in different ways of making a living have a need to interact with each other.