Bowling Green Independent Grade 03 Report Card 2023-2024

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| Student: | |
|----------|--|
| School: | |

| | Academic Performance Level for Mastery Levels Excels Mastery Partial Mastery Beginning M PM PM Reg | | | |
|-------|--|---------|-----------------|-----------|
| Name | Excels | Mastery | Partial Mastery | Beginning |
| Score | E | M | PM | Beg |

| | Term | | | |
|--|------|---------------|----|----|
| | Q1 | Q2 | Q3 | Q4 |
| READING FOUNDATIONS | | | | |
| Uses grade level phonics to read words. | | 1 | | |
| Reads and understands grade level text with ease, self-correcting as needed. | | | | |
| LITERATURE | | | | |
| Determine the theme, lesson learned, and moral of a text using evidence. | | | | |
| Determines the meaning of literal and nonliteral words and phrases as used in text (including idioms and hyperboles). | | | | |
| Distinguish their own point of view from that of the narrator or those of the characters. | | | | |
| NON-FICTION | | | | |
| Determine the central idea of a text; recount the key details and explain how they support the central idea. | | | | |
| Determines the meaning of vocabulary and how those words shape the meaning of the text. | | | | |
| Identify and describe informational text structures (comparison, cause/ effect, problem/solution) and describe connections. | | To the second | | |
| Distinguish their own point of view from that of the author of a text. | | | | |
| Identify visual features of a non-fiction text and explain how they contribute to the text. | | | | |
| WRITING | | | | |
| Compose opinion pieces with supporting reasons. | | | | |
| Produces complete sentences, using correct verb tenses. | | | | |
| Explains nouns, pronouns, verbs, adjectives, and adverbs. | | | | |

| MATHEMATICS | | | | |
|--|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| OPERATIONS AND ALGEBRAIC INQUIRY | | | | |
| Solve word problems involving multiplication within 100 using drawings and equations | | | | |

| | Term | | | |
|---|--------------------|-----|-----|----|
| | Q1 | Q2 | Q3 | Q4 |
| Solve word problems involving division | | | | AM |
| within 100 using drawings and equations | | | | |
| Multiply within 100 using fact families | | | | |
| Divide within 100 using fact families | | | | |
| Solve two step word problems involving addition, subtraction, multiplication and division | | | | |
| Solve two step word problems using equations with a letter for the missing number | | | | |
| NUMBERS AND OPERATIONS IN BASE TEN | I continue and the | | | |
| Round whole numbers to the nearest 10. | | | | |
| Round whole numbers to the nearest 100. | | | | |
| Add within 1,000. | | | | |
| Subtract within 1,000. | | | THE | |
| NUMBERS AND OPERATIONS-FRACTIONS | | 103 | | |
| Divide a whole into equal parts to represent a fraction | | | | |
| Find and show a fraction on a number line | 4, 11 | | | |
| Compare fractions using the <, >, = symbols | | | | |
| Recognize fractions that are equal in size as equivalent fractions | | | | Y. |
| MEASUREMENT AND DATA | | | | |
| Tell and write time to the nearest minute. | | | | |
| Solve word problems involving time. | | | | |
| Find the area of a rectangle. | | | | |
| Create and read scaled graphs. | | | | |

| SOCIAL STUDIES | | | | |
|--|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| INQUIRY SKILLS | | | | |
| Understands the interactions of diverse groups of people. | | | | |
| Analyze multiple sources about the same historical event. | | | | |
| Answer questions about how diverse groups of people interact. | | | | |
| CIVICS | W. | | | |
| Describe the functions of government in diverse communities. | | | | |
| Explain how the government influences and addresses problems in communities. | | | | |

Parent/Guardia

| SOCIAL STUDIES | | | | |
|---|------|-------------------|----|-----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| ECONOMICS | | The Party | | 1 8 |
| Explain the difference between supply and demand. | | | | |
| Explain examples of economic interdependence. | | | | |
| GEOGRAPHY | | | 9 | |
| Explain how culture influences how people adapt to their environment. | | | | |
| Explain how characteristics of regions affect people. | | | | |
| HISTORY | 128 | I and the same of | | |
| Use reasoning to learn about the culture of world communities | | | | |
| Describe how where you live effects how you live | | | | |

| SCIENCE | | | | |
|---|------|-----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| FORCES AND INTERACTIONS | | | | |
| Conduct investigations of balanced and unbalanced forces on an object. | | | | |
| Investigate properties of magnetism and how they attract and repel. | | | | |
| ECOSYSTEMS | | | | |
| Explain how animals form groups and work together to survive. | | | | |
| Describe how plants and animals become extinct. | | | | |
| LIFE CYCLES AND TRAITS | | | | |
| Compare and contrast life cycles of organisms to create models. | | | | |
| Analyze patterns of organisms to understand some traits are inherited from parents. | | | | |
| Understand trait variation of species provides advantages for survival. | | | | |
| WEATHER AND CLIMATE | 41.5 | BOS | | |
| Design graphs to show weather conditions. | | | | |
| Analyze weather predictions and use weather measurement tools. | | | | |
| Compare and contrast climate in Bowling Green to other climates around the world. | | | | |
| Design a solution for reducing the impacts of severe weather. | | | | |

Scores with an asterisk (*) indicate an in-progress score.