Third Grade

The Family Report Card Guide is intended to provide additional information about what students learn in each grade level. The report card is a reflection of student performance based on grade level expectations. If you have additional questions about your student's progress, please reach out to their classroom teacher.

Math

Frequently Asked Questions
What is *fluency*? Fluency is the ability to apply procedures/strategies efficiently, flexibly, and accurately to solve problems involving addition, subtraction, multiplication, and division. It is possible for a student to be fluent even if they have not memorized all of their facts. For example, a student might think of 5 x 7 as (5 x 5) + (5 x 2), which equals 35. They might not have produced the answer from memory, but they did use a strategy that was efficient, flexible, and accurate.
What *math facts* do third graders learn? Third graders learn to multiply and divide within 100. By the end of the year, they know from memory all products of two one-digit numbers.
What *fractions concepts* do third graders learn? (Fractions) Students learn what a fraction is and how to represent it (numerically and through pictures). They also learn what equivalent fractions are; they recognize, generate, and can explain why fractions are equivalent - this includes fractions less than one and whole numbers.
What *shapes* do third graders learn? (Geometry) Students extend their understanding of shapes (rhombus, square, rectangle, trapezoid, parallelograms) to classification into larger categories (quadrilaterals).

Literacy

Literacy: Foundational Skills
What does utilizing *grade-level phonics and word analysis skills* mean? ***Phonics*** refers to the relationship between sounds and the letters that represent them. ***Word analysis*** is the process of breaking down words into smaller parts to understand their meaning, pronunciation, and structure. Using phonics and word-analysis skills allow students to better read and write. By the end of first semester, third grade students should be able to use the following phonics patterns and word analysis skills: ● **Previously Learned Second Grade Phonics Skills**: Predictable and Unpredictable Vowel Teams, Vowel-R, Complex Consonants and Silent Letters. *(See second grade phonics section for more information)* ● **Multisyllable Words:** Words that contain more than one syllable (a part of a word with a vowel sound). In third grade, students need to be able to read and write a variety of different multisyllabic words. Examples include: in | spect as in "inspect" or en | gage as in "engage."

This helps students read more complex, academic based text as they move into future grade levels. Students must use their complete understanding of phonics patterns to decode multisyllabic words.

- **Affixes:** Small units of letters added to the beginning (prefixes) or the end (suffixes) of a word to create a new word. Understanding affixes help students decode unknown words and determine meaning of unknown words. Examples include: -able as in “enjoyable” or ex- as in “exclude.”
- **Roots:** Many words have a core meaning called a root, to which prefixes and suffixes are added. Examples include: struct- as in “construction” or -claim” as in “proclaim.”

By the end of second semester, third grade students should be able to use the following phonics patterns and word analysis skills:

- **Building Fluency of Multisyllable Words:** At the end of third grade, students are expected to be able to decode words with all syllable types and phonics patterns. At the end of third grade a student should be able to read text fluently and accurately decode unknown multisyllable words.
- **Affixes** (Continued from Semester 1)
- **Roots** (Continued from Semester 1)

What does it mean to *read grade-level text accurately and fluently with purpose*?

This refers to a student's ability to read and comprehend appropriate third-grade level text. **Accurately** refers to correctly identifying and pronouncing words while reading. **Fluently** refers to the pace, how fast or slow, in which a student reads. **With purpose** refers to a student's ability to understand why they are reading a text to help them better understand what they are reading, such as to learn more information about a topic.

Literacy: Written Expression

What does *written expression* include?
Written expression effectively conveys ideas, thoughts, and feelings through writing.

***Narrative*: Development & Organization**
Students write narrative stories with an introduction of characters, including dialogue and description, introduction of clear event sequences with an established situation, temporal words, and closure.

***Informative/Explanatory:* Development & Organization**
Students write informative/explanatory texts by introducing a topic, grouping related information, developing a topic with facts, definitions, and details, utilizing linking words to connect ideas, and concluding with a summarizing statement or section.

***Opinion:* Development & Organization**
Students write opinion pieces by introducing the topic, stating an opinion, and organizing support reasons with a clear structure, including linking words (e.g., because, therefore) and a concluding summary statement or section.

Literacy: Language

What is *academic vocabulary* while speaking and/or writing?

Academic vocabulary means the specific words and phrases students must learn to understand, talk and write about school subjects. These words are more complex than everyday language and are essential for success in various academic subjects.

SEL

Frequently Asked Questions
Why are we assessing students in Social Emotional Learning (SEL)? It is important to have a holistic view of a student's development beyond academic skills. While teachers monitor the development of their student's SEL skills, they are able to determine which students may need support in certain areas. Teachers are then able to target necessary skills for their students to develop such as; self-control, empathy, cooperation, and problem solving which are skills that are foundational to academic success. Grading social-emotional learning in elementary school is essential for fostering holistic development, identifying areas of growth, setting expectations, encouraging improvement, and preparing students for future success.
Where can I find more information about the Washington State SEL Standards? Washington State SEL Standards, Benchmarks, and Indicators
The benchmarks and indicators for the standards are in grade level bands (K-3). Is my 3rd grade student assessed at the same level as a kindergarten student? A student is assessed in comparison to their same-aged peers in the developmental continuum of SEL skills.
What does it mean to regulate emotions? Recognizing how you are feeling and expressing that feeling in a safe and respectful way. Regulating emotions does not mean suppressing feelings. Rather it is about finding appropriate outlets for how you are feeling. Regulating emotions also involves the use of coping strategies and other problem-solving skills. Students are taught to: 1) Stop- Notice you are feeling uncomfortable 2) Name your Feeling- Use an I-feel statement to self or someone else 3) Calm Down- Use a strategy that is safe and respectful (breathing, counting, positive self-talk)
What does it mean to take the perspective and empathize with others? Understanding and considering another person's thoughts, feelings, and point of view. This is explained to students as putting yourself in someone else's shoes. Students are taught to look for clues about how someone else is feeling by noticing facial expressions, body language and what the situation is. Then, they are to think about how they might feel in a similar situation and how their feelings might be the same or different from others. Students are also taught to think about what they can do next after they notice how someone else is feeling.
What is self-efficacy? Confidence that you have the skills, knowledge, and resilience to succeed in most academic and social situations. This also involves persevering when faced with a challenge or a task and viewing mistakes as opportunities for learning.

What does it mean if my student is scored as developing in a Social-Emotional Learning Skill?

A student who requires a significant amount of support and prompting compared to same-aged peers would receive a score of developing. With this significant level of teacher support the student rarely demonstrates these skills independently (0-33% of the time).

What does it mean if my student is scored as sometimes in a Social-Emotional Learning Skill?

A student requires a moderate level of support and prompting compared to same-aged peers. With this increased level of teacher support the student sometimes demonstrates these skills independently (34-67% of the time).

What does it mean if my student is scored as consistently in a Social-Emotional Learning Skill?

A student requires a minimal level of support and prompting compared to same-aged peers. With this level of teacher support the student almost always demonstrates these skills independently (68-100% of the time).

What resources do teachers use to teach Social-Emotional Learning?

All classroom teachers K-5 have access to a curriculum called Second Step. This curriculum covers all of the SEL standards and benchmarks through the teaching of four main units.
1. Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. Problem Solving: Students learn a process for solving problems with others in a positive way

Second Step Family Letter

Science

Frequently Asked Questions
What is the definition of “claim”? An assertion; a statement believed to be true; an answer to the phenomena (scientific concept being studied) question.
What is the definition of “evidence”? The data, scientific concepts, and facts that are used to support the claim.