

School Name  
 School Address  
 School Phone  
 Academic Year

Guardian Name  
 Guardian Address

<b>Student Name:</b>
<b>Student Number:</b>
<b>Teacher Name:</b>
<b>Date Printed:</b>

### THIRD GRADE APPROACH TO LEARNING

C = Consistently demonstrates this skill.  
 I = Inconsistently demonstrates this skill.  
 R = Rarely demonstrates this skill. Academic progress is affected.

APPROACH TO LEARNING	S1	S2
Self-Awareness		
Self-Management		
Social Awareness		
Relationship Skills		
Responsible Decision-Making		
Do absences/tardies negatively affect your child's progress?		

LITERACY	S1	S2
Use phonics concepts to decode and read words.		
Use phonics concepts to encode and write words.		
Read a variety of grade-level texts accurately and automatically.		
Summarize the main idea and details for an informational text.		
Summarize the story by including major story elements after reading a literary text or passage.		
Identify examples of literary devices in texts.		
Analyze a variety of fiction and poetry texts.		
Write organized informative pieces.		
Write organized opinion pieces.		
Write organized narratives.		
Write in a variety of text types using correct punctuation and capitalization.		
Recognize and use parts of speech in sentences.		

SCIENCE	S1	S2
<b>Science</b>		
Earth and Space Science		
Life Science		
Physical Science		
Engineering & Design		

MATH	S1	S2
Read and write whole numbers to 10,000.		
Round whole numbers to the nearest 10 or 100.		
Add and subtract whole numbers within 1,000.		
Represent equivalent fractions		
Compare fractions by reasoning about their size		
Automatically multiply and divide up to 5x5 and 10s facts		
Solve word problems with multiplication		
Solve word problems with division		
Use attributes to sort quadrilaterals into categories.		
Measure lengths using rulers marked with halves and fourths of an inch.		
Tell and write time to the nearest minute and measure time intervals in minutes		
Use multiplication and/or square units to find area of a rectangle		

SOCIAL STUDIES	S1	S2
<b>Social Studies</b>		
Compares histories and cultures within a community.		
Differentiates services and responsibilities of community members.		
Applies map skills to describe ways geography has affected the local community over time.		

VISUAL ARTS	S1	S2
Demonstrates respect for art, people, and art materials		
I can respond to peer comments by adding detail to artwork.		
I can take my time to create and prepare work for presentation.		
I can create tint and shades in artwork		
I can create artwork that shows movement		
I can create artwork using a variety of media.		
I can brainstorm by using thumbnails to begin artwork		

MUSIC	S1	S2
Displays a positive attitude and follows directions during music activities		
Responds to musical performances using grade level vocabulary		
Performs grade level melodies		
Performs grade level rhythms		
Creates musical patterns using grade level rhythms and melodies		

PHYSICAL EDUCATION	S1	S2
Motor Skills		
Participation		
Movement Concepts		
Personal and Social Responsibility		

**Motor Skills**

Passes a ball with the inside of the foot to a stationary partner.

**Movement Concepts**





Dribbles with the feet in general space at slow to moderate jogging speed.

**Standards and Grade Level Essential Learning Outcomes (ELOs)**

The North Dakota standards provide a road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication. Fargo teachers have prioritized standards for every grade level in order to ensure a guaranteed and viable curriculum for all students. Student progress on grade level *Essential Learning Outcomes* (ELOs) is reported at the end of each semester.

**End of Year Learning Goals**

Because grade level essential learning outcomes (ELOs) are end of year goals, parents and students will typically see scores of 1 or 2 in the first semester. Students practice new knowledge and skills until they can perform grade level ELOs independently. While students learn in different ways and at different rates, our goal is to reach proficiency by the end of the year and challenge students with applications of deeper learning when they demonstrate proficiency sooner.

					
Adult holds on to help balance	Adult is close at hand to guide and support			End of Year Goal: Rides Alone	Sharp turns and high speed hills
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>3.5</b> <b>4</b>

**What is a 4?**

Some students are able to reach proficiency sooner than expected, and may be able to work on a more in-depth application of the ELO. These levels do not represent achievement of ELOs at the next grade level. Students who are able to provide evidence of their learning at this level will receive a 3.5 or 4.

**Student Name:**  
**Student Number:**  
**Grade Level: 3**

<b>2023-2024</b>		
<b>Attendance</b>	<b>S1</b>	<b>S2</b>
Days Absent		
Times Tardy		
Days Enrolled		