

# Welcome to 3rd Grade Curriculum Night



**Ms. Chong**  
**Mrs. Garrett**  
**Mrs. Morrell**

Teacher: Mrs. Morrell

### 3:30 p.m. Release Schedule

| Timeframe   | Content/Activity |
|-------------|------------------|
| 8:45-9:30   | Specials         |
| 9:30-10:15  | Science          |
| 10:15-11:10 | Math             |
| 11:10-11:40 | Writing          |
| 11:40-12:20 | Lunch            |
| 12:20-12:35 | Phonics          |
| 12:35-12:55 | Vocabulary       |
| 12:55-1:20  | Reading          |
| 1:20-1:50   | Tier 3           |
| 1:50-2:00   | 2nd Recess       |
| 2:00-2:25   | Reading RTI      |
| 2:25-2:50   | Math RTI         |
| 2:50-3:30   | Social Studies   |

### Fireside Chat Schedule

| Timeframe   | Content/Activity    |
|-------------|---------------------|
| 8:45-9:10   | Fireside Chat       |
| 9:10-9:55   | Specials            |
| 9:55-10:15  | Tier 3              |
| 10:15-11:10 | Math                |
| 11:10-11:40 | Writing             |
| 11:40-12:20 | Lunch               |
| 12:20-12:35 | Phonics             |
| 12:35-12:55 | Vocabulary          |
| 12:55-1:30  | Reading             |
| 1:30-1:40   | 2nd Recess          |
| 1:40-2:20   | Social Studies      |
| 2:20-2:45   | Reading RTI (SPARK) |
| 2:45-3:30   | Science             |

### 2:00 p.m. Release Schedule

| Timeframe   | Content/Activity |
|-------------|------------------|
| 8:45-9:45   | Math             |
| 9:45-10:00  | Math RTI         |
| 10:00-10:45 | Science          |
| 10:45-11:15 | Specials         |
| 11:15-11:40 | Reading RTI      |
| 11:40-12:20 | Lunch            |
| 12:20-12:35 | Phonics          |
| 12:35-12:55 | Vocabulary       |
| 12:55-1:10  | Reading          |
| 1:10-1:30   | Tier 3 (SPARK)   |
| 1:30-2:00   | Writing          |
|             |                  |
|             |                  |



Teacher: Ms. Chong

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| 12:35-12:55 | Vocabulary       |
| 12:55-1:20  | Reading          |
| 1:20-1:50   | Tier 3           |
| 1:50-2:00   | 2nd Recess       |
| 2:00-2:25   | Reading RTI      |
| 2:25-2:50   | Math RTI         |
| 2:50-3:30   | Social Studies   |

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|             |                  |

Teacher: Mrs. Garrett

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|-------------|--------------------|
| 8:45-9:30   | Specials           |
| 9:30-10:00  | Phonics/Vocabulary |
| 10:00-10:30 | Reader's Workshop  |
| 10:30-10:50 | Reading Tier 3     |
| 10:50-11:15 | Writing            |
| 11:15-11:40 | Social Studies     |
| 11:40-12:20 | Lunch              |
| 12:20       | Switch             |
| 12:20-12:50 | Phonics/Vocabulary |
| 12:50-1:15  | Reader's Workshop  |
| 1:15-1:30   | Reading Tier 3     |
| 1:30-1:50   | Writing            |
| 1:50-2:00   | 2nd Recess         |
| 2:00-2:25   | Reading RTI        |
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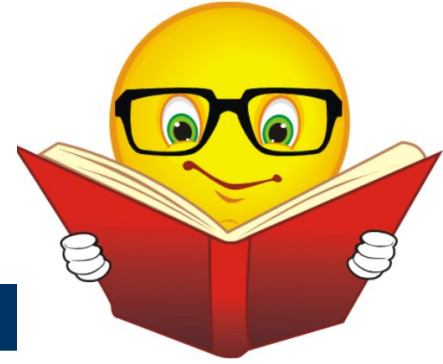
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|             |                     |
|             |                     |





# Reading



- We work on a 6 day plan for each cycle.
- Throughout the week we go through different skills (main idea, text features, figurative language etc.) and we discuss how we can use them to help us better understand the story.
- Comprehension of various genres: historical fiction, realistic fiction, plays, informational, tall tales and more.



# Writing



- We work on a 18+ day cycle with each writing assignment.
- Right now we are discussing a summer trip they took and explaining one day of that trip.
- We are working on telling a story with a Beginning, Middle, and End.
- We discuss the writing process which is, Brainstorm (Circle Map and a Graphic Organizer), Rough Draft (Writing our essay out, first try), Edit (Self-edit, peer-edit, parent-edit), and final draft (typing essay with no errors).

# Social Studies



Impact Social Studies is a new curriculum that we adopted this year.

The curriculum goes over the following topics:

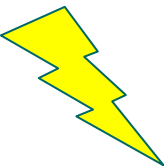
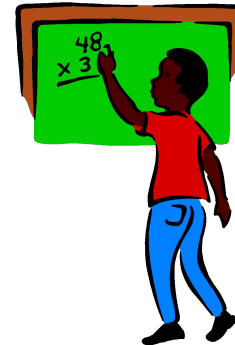
- Communities in Our Country and World
- The Community and Its Environment
- People and Communities
- Communities Change Over Time
- American Citizens, Symbols, and Government
- Economics of Communities

We also hit on Arizona and its history.



# Math

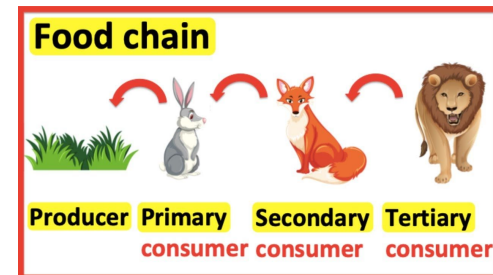
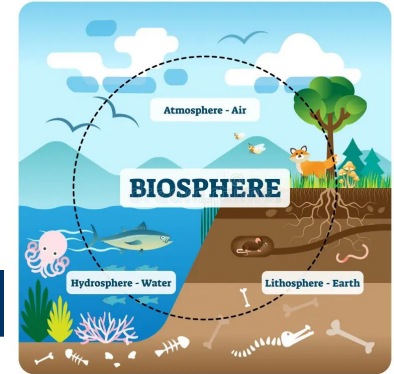
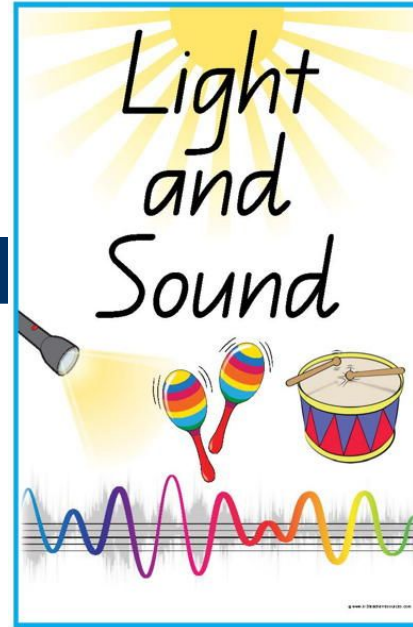
- AZ College and Career Readiness Standards
- i-Ready math
- Small group instruction
- Facts practice
- Lesson quizzes as well as end of lesson/unit assessments
- Mandarin Immersion instruction





# Science

- Science Investigations
- Lights
- Sounds
- Earth System
- Biosphere
- Projects and presentations
- Mandarin Instruction  
Bai and Garrett



# Mandarin

- AZ College and Career Readiness Standards
- Level learning (new curriculum)
- Reading, Listening, Writing and Speaking
- Comprehension of various genre: narrative and informational texts.
- Writing homework(sight words list available on the website)
- Multiplication Pizza party





# Homework

- Unfinished Classwork (i-Ready /Homework)
- Reading Homework starting on August 26

Name: \_\_\_\_\_ Week/Date: \_\_\_\_\_



## Reading Response Homework Log

Read for at least 20 minutes each day.  
Then respond to the daily writing task.  
Be sure to write the title of your book, use  
complete sentences with neat printing, and  
to tell as much as you can with details!



| Reading Task  | My Reading Response   |
|---|---|
| <b>Monday- Main Idea</b><br><br>What is the main idea of your chapter or book?<br>What is it <b>mainly</b> about?   | Title of Book: _____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| <b>Tuesday- Genre</b><br><br>What genre is your book? Is it non-fiction or fiction? Fantasy, realistic, science fiction? Another?<br><br>How do you know? | Title of Book: _____<br>_____<br>_____<br>_____<br>_____<br>_____ |

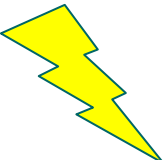
Created by Linda H. - Teach at the Beach

teachatthebeach.blogspot.com



# Planners

- Students are required to fill out their planner each day with important information, such as assignments, lessons, upcoming assessments, etc.
- Students can use this to share with families what they are learning, know what they have missed, and keep track of their work.



# Behavior Card

## Gecko Goals Character Card

3rd-6th grade

Name: \_\_\_\_\_ Quarter: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

All students at Desert Sage strive to exceed the expectations of positive character by following the **Lifelong Guidelines and Skills** embodied within our Gecko Goals: **Be Safe, Be Respectful, Be Responsible, and you'll ALWAYS be ready to learn!**

### POSITIVE CHARACTER POINTS

| Personal Best  |      |                 |  | No Put Downs  |      |                 |  | Active Listening   |      |                 |  | Truthfulness                      |      |                 |  | Trustworthiness   |      |                 |  |
|--|------|-----------------|--|---|------|-----------------|--|--|------|-----------------|--|-----------------------------------|------|-----------------|--|---|------|-----------------|--|
| 1. Creativity<br>2. Curiosity<br>3. Effort<br>4. Organization<br>5. Perseverance<br>6. Pride |      |                 |  | 7. Caring<br>8. Cooperation<br>9. Flexibility<br>10. Friendship<br>11. Patience |      |                 |  | 12. Initiative<br>13. Problem-Solving<br>14. Resourcefulness |      |                 |  | 15. Courage<br>16. Sense of Humor |      |                 |  | 17. Common Sense<br>18. Integrity<br>19. Responsibility |      |                 |  |
| Personal Best  |      |                 |  | No Put Downs  |      |                 |  | Active Listening   |      |                 |  | Truthfulness                      |      |                 |  | Trustworthiness   |      |                 |  |
| Date   | Code | Teacher Initial |  | Date  | Code | Teacher Initial |  | Date   | Code | Teacher Initial |  | Date                              | Code | Teacher Initial |  | Date  | Code | Teacher Initial |  |
| 1  |      |                 |  | 1   |      |                 |  | 1  |      |                 |  | 1                                 |      |                 |  | 1   |      |                 |  |
| 2  |      |                 |  | 2   |      |                 |  | 2  |      |                 |  | 2                                 |      |                 |  | 2   |      |                 |  |
| 3  |      |                 |  | 3   |      |                 |  | 3  |      |                 |  | 3                                 |      |                 |  | 3   |      |                 |  |
| 4  |      |                 |  | 4   |      |                 |  | 4  |      |                 |  | 4                                 |      |                 |  | 4   |      |                 |  |
| 5  |      |                 |  | 5   |      |                 |  | 5  |      |                 |  | 5                                 |      |                 |  | 5   |      |                 |  |
| 6  |      |                 |  | 6   |      |                 |  | 6  |      |                 |  | 6                                 |      |                 |  | 6   |      |                 |  |
| 7  |      |                 |  | 7   |      |                 |  | 7  |      |                 |  | 7                                 |      |                 |  | 7   |      |                 |  |
| 8  |      |                 |  | 8   |      |                 |  | 8  |      |                 |  | 8                                 |      |                 |  | 8   |      |                 |  |
| 9  |      |                 |  | 9   |      |                 |  | 9  |      |                 |  | 9                                 |      |                 |  | 9   |      |                 |  |
| 10   |      |                 |  | 10  |      |                 |  | 10   |      |                 |  | 10                                |      |                 |  | 10  |      |                 |  |
| 11   |      |                 |  | 11  |      |                 |  | 11   |      |                 |  | 11                                |      |                 |  | 11  |      |                 |  |
| 12   |      |                 |  | 12  |      |                 |  | 12   |      |                 |  | 12                                |      |                 |  | 12  |      |                 |  |
| 13   |      |                 |  | 13  |      |                 |  | 13   |      |                 |  | 13                                |      |                 |  | 13  |      |                 |  |
| 14   |      |                 |  | 14  |      |                 |  | 14   |      |                 |  | 14                                |      |                 |  | 14  |      |                 |  |
| 15   |      |                 |  | 15  |      |                 |  | 15   |      |                 |  | 15                                |      |                 |  | 15  |      |                 |  |
| 16   |      |                 |  | 16  |      |                 |  | 16   |      |                 |  | 16                                |      |                 |  | 16  |      |                 |  |
| 17   |      |                 |  | 17  |      |                 |  | 17   |      |                 |  | 17                                |      |                 |  | 17  |      |                 |  |
| 18   |      |                 |  | 18  |      |                 |  | 18   |      |                 |  | 18                                |      |                 |  | 18  |      |                 |  |
| 19   |      |                 |  | 19  |      |                 |  | 19   |      |                 |  | 19                                |      |                 |  | 19  |      |                 |  |
| 20   |      |                 |  | 20  |      |                 |  | 20   |      |                 |  | 20                                |      |                 |  | 20  |      |                 |  |
| 21   |      |                 |  | 21  |      |                 |  | 21   |      |                 |  | 21                                |      |                 |  | 21  |      |                 |  |
| 22   |      |                 |  | 22  |      |                 |  | 22   |      |                 |  | 22                                |      |                 |  | 22  |      |                 |  |
| 23   |      |                 |  | 23  |      |                 |  | 23   |      |                 |  | 23                                |      |                 |  | 23  |      |                 |  |

# Behavior Cards

- Character cards represent a structured behavior program designed for most students. Each teacher/administrator has the right to use his/her professional judgment to modify this plan for individual students as needed.

Each quarter, all 3rd - 6th students will receive a character card and are expected to have it in their possession every day.

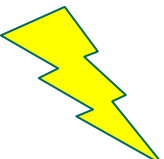
- After being seated in a classroom, students are required to have easy access to his/her character card.
- If a student does not adhere to a school/classroom expectation, then they will receive a verbal warning.
- If after receiving a verbal warning a student continues not adhere to the expectations, then the teacher will record a negative on the student's character card.
- Teachers will use the positive portion of the character card to record student behavior that is above and beyond expected behavior.
- Any student who loses their character card will receive a new card marked "2nd Copy" with five negatives.
- Students must earn twice as many positives as negatives to participate in the end of quarter Character Celebration.
- Major infractions of the school rules listed in the Student Rights and Responsibilities Handbook will result in consequences beyond the Character Card.



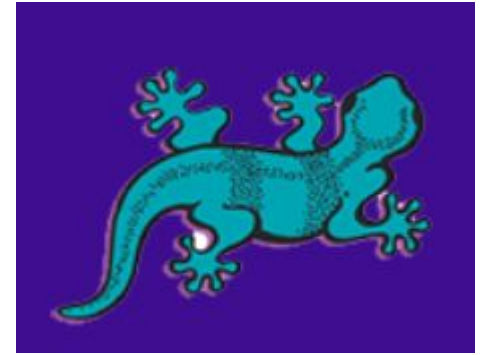
# Field Trips

We are going on two field trips this school year.

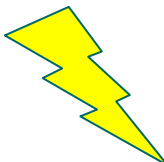
- Arizona State Capitol Museum
- Wildlife Zoo



# Gecko Gathering



- Whole school, outdoor assemblies on the first Friday of every month.
- Pledge, National Anthem, Announcements, Special Recognitions and Upcoming Events





# Culture Camp – Q1 Week 2



## Gecko Goals

- Be Safe
- Be Respectful
- Be Responsible
- Be Ready to Learn

## Lifelong Guideline

Personal Best

## Life Skill

Pride



All Things E.Q.  
The Discovery of You

Click for weekly video ↑

Are my  
thoughts  
helpful or  
hurting me?





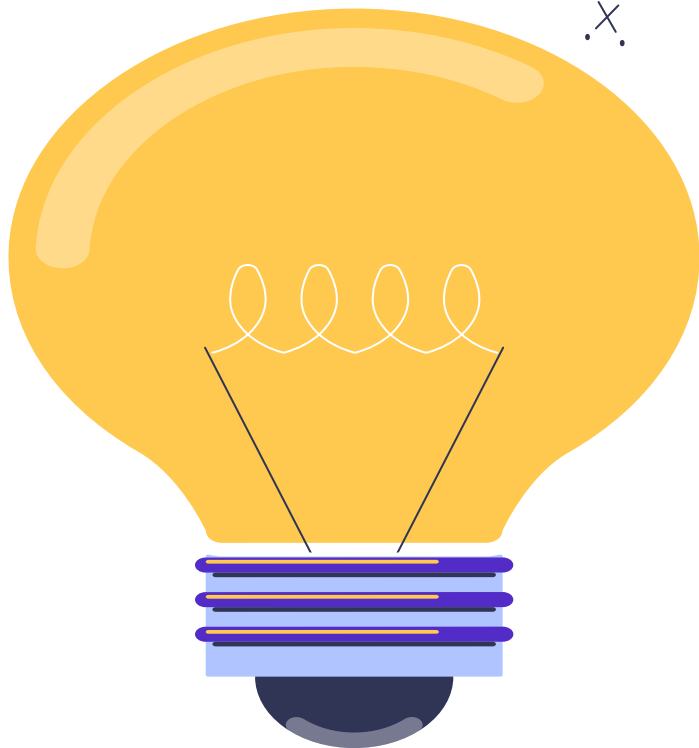
# All Things EQ

- [Introduction Letter](#)
- [Introduction Video](#)





**DEER VALLEY**  
*Unified School District*



# Grading Practices



# Grading Guidance Chart

For 3rd-12th grade courses, the score entered for an assessment should correlate with the marks given for the standard(s) assessed.

Please reference this chart.

| Highly Proficient A<br>100%–90%   |                          |                                     | Proficient B<br>89%–80%                          |                             | Proficient C<br>79%–70%  |                                |
|-----------------------------------|--------------------------|-------------------------------------|--|-----------------------------|--------------------------|--------------------------------|
| 100–97                            | 96–94                    | 93–90                               | 89–85  | 84–80                       | 79–75                    | 74–70                          |
| All 4's on standards              | All 4's except for one 3 | Mostly 4's with some 3's and/or 2's | Mostly 3's with some 4's<br>All 3's on standards | Mostly 3's and 4's with a 2 | Mostly 3's with some 2's | Mostly 2's with 3's and/or 4's |
| Partially Proficient D<br>69%–60% |                          |                                     | Minimally Proficient F<br>59%–50%                |                             |                          |                                |
| 69–65                             |                          | 64–60                               | 59–56  |                             | 55–50                    |                                |
| Mostly 2's and 3's with a 1       |                          | All 2's on standards                | Mostly 2's and some 1's                          |                             | All 1's on standards     |                                |
| No Evidence                       |                          |                                     |  |                             |                          |                                |
| 49% – 0%                          |                          |                                     |  |                             |                          |                                |

# Standards Grade Scale

Students in 3rd through 8th grades will receive marks for their proficiency toward the grade level standards using the following scale. Standards marks do not impact the course grade.

**4 = Highly Proficient**

**3 = Proficient**

**2 = Partially Proficient**

**1 = Minimally Proficient**

**NE = No evidence (missing work)**

# Course Grade Scale

Assignment scores will be averaged to produce an overall course grade for the standard. The course grade will be based upon the following traditional letter grade scale:

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**D = 60-69%**

**F = 0-59%**

# Citizenship Marks

3rd-8th grades students will receive citizenship marks for each course using this grade scale:

**E = Excellent**

**S = Satisfactory**

**N = Needs Improvement**

**U = Unsatisfactory**

# Categories and Weights

Assignments will be entered into the gradebook within one of the following categories which will be weighted for calculation of the overall course grade.

**ASSESSMENT = 80%**

**COURSEWORK = 20%**

**PRACTICE = 0%**



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| 69–65                             |                          | 64–60                               | 59–56  |                             | 55–50                    |                                |
| Mostly 2's and 3's with a 1       |                          | All 2's on standards                | Mostly 2's and some 1's                          |                             | All 1's on standards     |                                |
| No Evidence                       |                          |                                     |  |                             |                          |                                |
| 49% – 0%                          |                          |                                     |  |                             |                          |                                |

# Communication



## E-mails

- Quickest response



- Phone calls  
--return calls as soon as possible
- Weekly Newsletters
- 24 hour turnaround time
- Please check your child's planner and folder nightly

# Bond Override



The DVUSD Bond will  
**NOT INCREASE**  
your property taxes!

## What is a bond?

A bond helps fund safety & security measures, instructional resources, technology, building renewal, conservation, new buses, and student growth.

Get more facts at  
[DVUSD.org/bond](https://DVUSD.org/bond)



## WHAT WILL THE DVUSD BOND FUND?

### Safety & Security

Improving the safety features on every campus to ensure a safe learning environment for all students and staff.

### Building Improvements

Upgrade the structural integrity of many DVUSD schools, and create additional space and classroom settings that cater to the needs of today's students in the best learning environment.

### Technological Improvements

Equipping all campuses and classrooms with the most up-to-date technology replacements, improvements, and upgrades.

### Class Instruction Improvements

Provide students with the tools necessary to succeed in all interests including arts, athletics, and career & technical education.



# Bond Override



The DVUSD Override  
is **NOT** a new tax nor  
is it a tax increase!

## What is an override?

An override helps preserve  
fine arts and athletic programs,  
as well as maintain class sizes.

The funds will also be used to  
attract and retain highly qualified  
teachers and support staff.

Get more facts at  
[DVUSD.org/override](https://DVUSD.org/override)



## WHAT WILL THE M&O OVERRIDE FUND?

### Athletics & Arts Programs

DVUSD offers competitive high school and middle school sports programs at multiple levels, and visual and performing arts such as theatre, chorus, and band for students of all talents and ages.

### Free Full-Day Kindergarten

Since 2016, DVUSD has funded full-day kindergarten to our community at no out-of-pocket cost to families.

### Student & Family Needs

DVUSD provides student support services such as school nurses, academic counseling, and early childhood preschool programs.

### Increase Employee Pay & Maintain Class Size

Approximately 8% of employee pay comes from M&O override funding, allowing DVUSD to attract and retain teachers. This also allows DVUSD to keep the average student-to-teacher ratio at 17:1 per classroom.

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