



**Understanding Your Child's Progress:
A Guide for Third Grade
Parents
2025-2026**



Characteristics of a Successful Learner

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open-mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD, successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.



Explanation of the System

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine week you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.



Scan the QR
code if you
want to learn
more about
literacy in
CCISD

Language Arts

Using Vocabulary and Metacognitive Skills to Deepen Comprehension

Target	Expected Progress	TEKS	3 rd Grade Priority Topic 1: Using Vocabulary and Metacognitive Skills to Deepen Comprehension
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	3.3B 3.6E 3.6F 3.6G 3.6H	Meets grade level standards for the skills listed below: The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>) by: • using context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words • making inferences and using evidence to support understanding • evaluating details read to determine key ideas • synthesizing information to create new understanding (Informational and argumentative) • making connections to personal experiences, ideas in other texts, and society
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What do you think _____ means from the text?
- Has this ever happened to you?
- What connection(s) do you have to the text?
- Why do you think _____ happened? How do you know?
- What did you infer from the text? (What did you understand that the author did not tell you?) How did you figure that out, even though the author did not directly say it?

3RD GRADE PRIORITY TOPIC: Using Vocabulary and Metacognitive Skills to Deepen Comprehension

The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop and deepen comprehension of increasingly complex texts (*read, heard, or viewed*)

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Making Connections: <i>The student is <u>able</u>, with adult support, to:</i> - Make connections	Making Connections: <i>The student is <u>often able to</u>:</i> - Make connections in a concise and focused manner between: • Texts and self (personal experiences) • Two or more texts	Showing Growth Toward 3.0 Target	Making Connections: <i>The student <u>is able to</u>:</i> - Make meaningful connections in a concise and focused manner between: • Texts and self (personal experiences) • Two or more texts	Making Connections: <i>The student <u>is consistently independently able to</u>:</i> - Make meaningful connections in a concise and focused manner between: • Texts and self (personal experiences) • Two or more texts
Inferencing <i>The student is <u>able</u>, with adult support, to:</i> - make inferences or make some inferences	Inferencing <i>The student is <u>often able to</u>:</i> - make inferences using • Schema (background knowledge) • Personal experiences as evidence to support understanding • May not include text evidence.		Inferencing <i>The student <u>is able to</u>:</i> - make inferences using • Schema (background knowledge) • Personal experiences as evidence to support understanding • Text evidence.	Inferencing <i>The student <u>is consistently independently able to</u>:</i> - make inferences using • Schema (background knowledge) • Personal experiences as evidence to support understanding • Text evidence.
Context Clues <i>The student is <u>able</u>, with adult support, to:</i> - Self-monitor and self-correct the meaning of unfamiliar and multiple-meaning words by using: • Pictures • Text	Context Clues <i>The student is <u>often able to</u>:</i> - Self-monitor and self-correct the meaning of unfamiliar and multiple-meaning words by using: • Pictures • Text evidence • Knowledge of a simple topic • Knowledge of how stories work		Context Clues <i>The student <u>is able to</u>:</i> - Determine the meaning of unfamiliar words and multiple-meaning words by self-monitoring and self-correcting by using: • Other words around the unfamiliar or multiple-meaning word • Sentences around unfamiliar or multiple-meaning words	Context Clues <i>The student <u>is consistently independently able to</u>:</i> - Determine the meaning of unfamiliar words and multiple-meaning words by self-monitoring and self-correcting by using: • Other words around the unfamiliar or multiple-meaning word • Sentences around unfamiliar or multiple-meaning words
Evaluate <i>The student is <u>able</u>, with adult support, to:</i> - to evaluate or occasionally evaluate details to determine what is most important.	Evaluate <i>The student is <u>often able to</u>:</i> - Evaluate details to determine what is most important but needs more support when expressing their thinking.		Evaluate <i>The student <u>is able to</u>:</i> - consistently evaluating details to determine what is most important and can articulate how the key idea was determined	Evaluate <i>The student <u>is consistently independently able to</u>:</i> - consistently evaluating details to determine what is most important and can articulate how the key idea was determined.
Synthesize: <i>The student is <u>able</u>, with adult support:</i> - use details from the text to: • Determine key ideas • Make inferences • Generate new ideas	Synthesize: <i>The student is <u>often able to</u>:</i> - use details from the text to: • Determine key ideas • Make inferences • Generate new ideas		Synthesize: <i>The student <u>is able to</u>:</i> - use details from the text to: • Determine key ideas • Make inferences • Generate new ideas	Synthesize: <i>The student <u>is consistently independently able to</u>:</i> - use details from the text to: • Determine key ideas • Make inferences • Generate new ideas

SUCCESS CRITERIA FOR METACOGNITIVE SKILLS TO DEEPEN COMPREHENSION.

The student can:

- Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- Make inferences and use evidence to support understanding
- Evaluate details read to determine key ideas
- Synthesize information to create new understanding (Informational and argumentative)
- Make connections to personal experiences, ideas in other texts, and society

Genre Characteristics: Literary

Target	Expected Progress	TEKS	3 rd Grade Priority Topic 2: Genre Characteristics: Literary
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	3.7B 3.7C 3.8B 3.8C 3.10A	Meets grade level standards for the skills listed below: The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts by: • analyzing plot elements, including the sequence of events, the conflict, and the resolution • explaining the relationships among the major and minor characters • explaining the author's purpose and message within a text • writing responses that demonstrate an understanding of the text • using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content

Questions to Ask Your Child at Home:

- What is your reading goal?
 - Who is the story about? Where did the story take place?
 - Tell me about the main character? (what do they look like, think, feel, etc.)
 - What happened in the story?
 - What was the conflict? What was the resolution?
 - Why do you think the author wrote the story in that sequence (order)?
 - Why do you think the author wrote this text? What do they want us to understand?
 - Tell me about the relationship between the characters in the story?
- *Follow up to each question—Where in the story does it tell you that? How do you know?

3RD GRADE PRIORITY TOPIC: Genre Characteristics: Literary

The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plot Elements & Summaries: <i>The student is able to:</i> -Identify, describe, and understand important events such as: - Sequence of events - Conflict - Resolution - Setting -Understand the difference between the conflict and the main conflict.	Plot Elements & Summaries: <i>The student is able to:</i> -Identify and retell plot elements such as: - Sequence of events - Main Conflict - Resolution - Setting (names the setting, explains how they know, and describes what it looks like)	Showing Growth Toward 3.0 Target	Plot Elements & Summaries: <i>The student is able to:</i> -Recognize and analyze (break down) the plot and discuss how each part is important to the whole text: - Sequence of events - Main Conflict - Resolution *Setting (describe the setting in detail and explain how the story would be different if the setting changed) *Since it is a supporting standard, We will not hold students back from the 3.0 Target for setting.	Plot Elements & Summaries: <i>The student is able to:</i> -Recognize and analyze (break down) the author's use of plot elements and discuss how parts connect to the whole text and to other texts: - Characters - Main Conflict - Resolution - Multiple important events (rising action, falling action) - Setting (describe the setting in detail and explain how the story would be different if the setting changed across multiple literary texts)
Characters <i>The student is able to:</i> - Infer the character's traits by using text evidence to support their thinking - Explains the difference between a character's internal and external traits	Characters <i>The student is able to:</i> - Identify and describe the major character(s) of a story, thinking about what they say, do, and think - Identify and describe the minor character(s) of a story, thinking about what they say, do, and think		Characters <i>The student is able to:</i> - Explain the relationships between the major and minor characters. - Describe what has happened between characters - Explain how these interactions may affect the plot (conflict and resolution)	Characters <i>The student is able to:</i> - Connect the character's actions, feelings, and motivations to their relationships - Explain how characters change across the story - Explain how interactions with other characters and events caused the characters to change.
Author's Purpose <i>The student is able to:</i> - Infer the topic of a text and support their thinking with text evidence.	Author's Purpose <i>The student is able to:</i> - Name a lesson the character learned in a text, using specific language and support their thinking with text evidence.		Author's Purpose <i>The student is able to:</i> - Explain the author's purpose and message within a text and support it with text evidence	Author's Purpose <i>Consistently and independently, student is able to:</i> - Infer the book's universal theme and explains how the theme applies to real life using text evidence. - Evaluate the effectiveness of the author's craft choices.
Responding to text <i>With prompting the student is able to:</i> -Respond to literary texts and use text evidence to support responses in a variety of formats. -Evidence may be present and is loosely supportive of the response.	Responding to text <i>The student is able to:</i> - Retell texts in ways that maintain meaning and logical order - Paraphrase parts of texts -Includes evidence from the text that supports the response		Responding to text <i>The student is able to:</i> -Retell and paraphrase texts in ways that maintain meaning and logical order - Write responses that demonstrate an understanding of the text. -Responses are supported by relevant and well-chosen text evidence.	Responding to text <i>The student is able to:</i> -Retell, paraphrase, and summarize texts in ways that maintain meaning and logical order. -Write responses that demonstrate an understanding of the text, including comparing and contrasting ideas across a variety of sources. -Evidence provided is specific and purposeful and leads to a deeper understanding of the text.

SUCCESS CRITERIA FOR GENRE CHARACTERISTICS OF LITERARY TEXTS

The student can:

- Analyze plot elements, including the sequence of events, the conflict, and the resolution
- Explain the relationships among the major and minor characters
- Retell and paraphrase texts in ways that maintain meaning and logical order
- Write responses that demonstrate an understanding of the text
- Explain the author's purpose and message within a text
- Uses text evidence to support an appropriate response.

Genre Characteristics: Informational and Argumentative

Target	Expected Progress	TEKS	3 rd Grade Priority Topic 3: Genre Characteristics: Informational and Argumentative
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	3.9(D)i 3.9E(i) 3.9E(ii) 3.7B 3.10A 3.7C	Meets grade level standards for the skills listed below: The student is able to recognize and analyze characteristics and structures of informational and argumentative texts: - recognizing the central idea with supporting evidence in informational texts - identifying the claim and distinguishing facts from opinions in argumentative texts - explain the author's purpose and message within a text - write a response to informational texts that demonstrate an understanding of the text - use text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What did you learn from the text? Where did you find it?
- What is the author claiming? What does the author believe? How do you know?
- What are some facts from the story? What are some opinions from the story? How do you know the difference?
- Was the author trying to convince us of something? (ex: we should recycle more, save the rainforest, etc.)

3RD GRADE PRIORITY TOPICS: Genre Characteristics: Informational and Argumentative

The student is able to recognize and analyze characteristics and structures of informational and argumentative texts

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Central Idea/Claim: <i>The student is able to:</i> - Paraphrases the central idea/claim and some supporting details- may use text features to help locate and gain information about the central idea/claim.	Central Idea/Claim: <i>The student is able to:</i> - Infers to determine the central idea/claim of an entire text or a page/section and provides most supporting details- may use text features to help locate and gain information about the central idea/claim.	Showing Growth Toward 3.0 Target	Central Idea/Claim: <i>The student is able to:</i> - Uses details, text and graphic features, text structures, and words in the text to state a complex central idea/claim. - Recognizes the central idea/claim in texts. - Distinguishes facts from opinion in argumentative texts.	Central Idea/Claim: <i>The student is able to:</i> - Synthesizes a page, section, or chapter's central idea using all text details and graphic features.
Author's Purpose: <i>The student is able to:</i> - discuss the author's purpose and support thinking with text evidence	Author's Purpose: <i>The student is able to:</i> -explain the author's purpose and include a relevant detail to support their thinking		Author's Purpose: <i>The student is able to:</i> - Infers the author's purpose and message within a text by explaining how the central idea relates to the author's overall purpose for writing the text -support their thinking with relevant text evidence	Author's Purpose: <i>The student is able to:</i> - Explains the author's purpose and message within a text and compares it to other texts. - Can analyze the purpose of the author's claim and explain why the author chose to use the graphic and text features. -Synthesizes text features and text structures and how it contributes to the author's purpose/central idea/claim. - Critiques the author's use of text structures and how it contributes to the author's purpose/central idea.
Responding to Texts: <i>The student is able to:</i> - Responds using general language	Responding to Texts: <i>The student is able to:</i> - Retells, paraphrases, or summarizes texts. -Responses show a general understanding of the text -Evidence provided		Responding to Texts: <i>The student is able to:</i> -Retells or paraphrases texts in ways that maintain meaning and logical order - Write responses that demonstrate an understanding of the text. - use relevant text evidence to support an appropriate response	Responding to Texts: <i>The student is able to:</i> - Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across two texts - Effectively explains connections between well-chosen text evidence and the central idea of the response

SUCCESS CRITERIA FOR GENRE CHARACTERISTICS OF INFORMATIONAL AND ARGUMENTATIVE TEXTS

The student can:

- recognizing the central idea with supporting evidence in informational texts
- identifying the claim and distinguishing facts from opinions in argumentative texts
- explain the author's purpose and message within a text
- write a response to informational texts that demonstrate an understanding of the text
- use text evidence to support an appropriate response

Foundational Skills

Target	Expected Progress	TEKS	3 rd Grade Priority Topic 4: Foundational Skills
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	3.2B(i) 3.2B(ii) 3.2B(iii) 3.2B(vii)	Meets grade level standards for the skills listed below: The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell by: • spelling and reading multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams (including digraphs and diphthongs), r-controlled syllables, and final stable syllables • spelling and reading homophones • spelling and reading compound words, contractions, and abbreviations • spelling and reading words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- How do you read words you do not recognize? How do you figure it out?
- Can you spell _____?
- How do you know when to spell _____ words?
- How does a vowel change according to the syllable type?
- What two words are combined to make _____ contraction?
- What is a homophone?
- How do you know when you change y to i when adding a suffix? (ex: carry > carries, fly > flies, etc.)
- How do you know when to drop an e when adding a suffix? (ex: shape > shaping, close > closing, etc.)
- How do you know when to double the final consonant when adding a suffix? (ex: sub > subbing, flat > flatten, ship > shipped, etc.)

3RD GRADE PRIORITY TOPIC: Foundational Skills

The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
<i>Has awareness and begins to apply concepts taught during phonemic awareness, decoding, and spelling lessons for the first nine weeks.</i> Decoding and Encoding • digraphs • initial and final consonant blends • double consonants	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the second nine weeks</i> Decoding and Encoding • short and long vowels • vowel teams • vowel families	Showing Growth Toward 3.0 Target	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the third and fourth nine weeks</i> Decoding and Encoding • r-controlled vowels • special vowel sounds • digraph blends • multisyllabic words • roots, prefixes, and suffixes • final stable syllables • homophones • compound words, contractions, and abbreviations	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the fourth nine weeks and extends learning with enrichment</i>

SUCCESS CRITERIA FOR FOUNDATIONAL SKILLS

The student can:

- Spell and read multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams (including digraphs and diphthongs), r-controlled syllables, and final stable syllables
- Spell and read homophones
- Spell and read compound words, contractions, and abbreviations
- Spell and read words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants

*Evidence will be collected utilizing Reading Horizons lessons, small groups, digital software, and assessments including the mid-year and end-of-year check. Additionally, students should be demonstrating evidence of previously taught phonics skills in other subjects through writing.

Writing

Target	Expected Progress	TEKS	3 rd Grade Priority Topic 5: Writing
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	3.11A 3.11B 3.11C 3.11D (i), (xi)	Meets grade level standards for the skills listed below: The student is able to recursively use the writing process to compose multiple legible texts, use appropriate conventions, and reflect genre characteristics. • Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping • Develop drafts into a focused, structured, and coherent piece of writing by ○ organizing with purposeful structure, including an introduction and a conclusion; and ○ developing an engaging idea with relevant details • Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity • Edit drafts by using complete simple, and compound sentences with subject-verb agreement • Edit drafts using past, present, and future verb tenses correctly. • Edit drafts by correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your goal in writing?
- What are you currently writing about? What is your topic?
- What could you add to your writing to improve your word choice or sentence structure?

3RD GRADE PRIORITY TOPIC: Writing

The student is able to use the writing process recursively to compose multiple texts that are legible, use appropriate conventions, and reflect genre characteristics.

DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plan: <i>The student is able to:</i> -rely on teacher support to organize their thoughts and ideas.	Plan: <i>The student is able to:</i> -brainstorm their thoughts and ideas on a particular topic	Showing Growth Toward 3.0 Target	Plan: <i>The student is able to:</i> -brainstorm their thoughts and ideas on a particular topic with a purpose and for an audience.	Plan: <i>The student is able to:</i> -brainstorm their thoughts and ideas on a particular topic with a purpose and for an audience.
Develop: <i>The student is able to:</i> Write one coherent paragraph on a particular topic.	Develop: <i>The student is able to:</i> -write a focused and coherent piece of writing with purposeful organization and an introduction and conclusion.		Develop: <i>The student is able to:</i> -write a focused, structured, and coherent piece of writing that has purposeful organization, includes an introduction and conclusion, and develops an engaging idea with relevant details.	Develop: <i>The student is able to:</i> -write a focused, structured, and coherent piece that includes an introduction and conclusion with transitions and specific facts and details.
Revise: <i>The student is able to:</i> -rely on teacher support to revise their writing.	Revise: <i>The student is able to:</i> -Rearrange ideas for coherence and clarity and improve sentence structure by adding and deleting words, phrases, or sentences.		Revise: <i>The student is able to:</i> Improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas. Rearrange ideas for coherence and clarity.	Revise: <i>The student is able to:</i> -rearrange ideas for coherence and clarity, and they can improve sentence structure by combining, adding, and deleting sentences and making independent improvements based on word choice.
Edit: <i>The student is able to:</i> -with support tools, edit drafts for *correct spelling of words with grade-appropriate orthographic patterns and rules, high-frequency words, *use of complete simple sentences. *use of past, present, and future verb tense	Edit: <i>The student is sometimes able to edit drafts for:</i> *correct spelling of words with grade-level appropriate orthographic patterns and rules, *use of simple and compound sentences with subject-verb agreement. *use of past, present, and future verb tense		Edit: <i>The student frequently is able to:</i> - edit drafts for the correct spelling of words with grade-level appropriate orthographic patterns and rules and high-frequency words, use of complete simple and compound sentences with subject-verb agreement, correct use of past, present, and future verb tense	Edit: <i>The student almost always:</i> - edit drafts for the correct spelling of words with grade-level appropriate orthographic patterns and rules and high-frequency words, use of complete simple and compound sentences with proper capitalization, punctuation, subject-verb agreement and avoid run-ons, splices, and fragments, and for the past tense of irregular verbs

SUCCESS CRITERIA FOR WRITING

The student can:

- Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
- Develop drafts into a focused, structured, and coherent piece of writing by
 - organizing with purposeful structure, including an introduction and a conclusion; and
 - developing an engaging idea with relevant details
- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
- Edit drafts by using complete simple, and compound sentences with subject-verb agreement
- Edit drafts by using past, present, and future verbs correctly
- Edit drafts by correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words



Math

Number Relationships

To be a 3.0 on this learning progression, students will need to show proficiency on all 8 skills listed on the progression.

Students will compose and decompose whole numbers up to 100,000 using pictorial models, standard notation (numbers), expanded form, and expanded notation.

Students will compare and order whole numbers up to 100,000 including the use of comparison symbols $<$, $>$, or $=$. These situations might be numerical only or found in real world situations.

Students will represent fractions with denominators of 2, 3, 4, 6, and 8 using concrete objects, strip diagrams, and number lines.

Students will compose and decompose a fraction (between 0 and 1) into a sum of unit fractions.

Students will compare two fractions with same numerator or same denominator using words, objects, pictorial models, and symbols.

Students will represent equivalent fractions with denominators 2, 3, 4, 6, and 8 using objects, number lines, strip diagram, and area models.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

A student who only masters 1 of the 8 skills will remain at a 0.5 until 2 skills are mastered.

In order to achieve level 1.0, students will demonstrate proficiency of 2-3 of the 8 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 4-5 of the 8 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 6 of the 8 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 7 of the 8 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 2nd 9 weeks.

Students have the opportunity to achieve a 3.0 by the end of the 2nd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 1 centered around these 8 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.



After a student achieves a 3.0, they have the choice of whether to do a project based learning experience from our CCISD 3rd grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fourth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

- Compose and decompose numbers up to 1,000,000,000.
**in addition to word form
- Compare and order numbers up to 1,000,000,000.
- Compare two fractions with unlike numerators and denominators and explain the strategy used.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Number Relationships Introduced: 1 st 9 weeks
4.0			☐ Compose and decompose numbers up to 1,000,000,000 using objects, pictorial models, standard notation, word form , expanded form, and expanded notation ☐ Compare and order whole numbers up to 1,000,000,000 ☐ Compare two fractions with unlike numerators and denominators ☐ Explain the strategy used to compare two fractions
3.0 	2 nd	3.2A 3.2D 3.3A 3.3B 3.3D 3.3F 3.3H	☐ Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using pictorial models, standard notation (numbers), expanded form, and expanded notation ☐ Compare whole numbers up to 100,000 using symbols $>$, $<$, and $=$ ☐ Order whole numbers up to 100,000 ☐ Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects, strip diagrams, and number lines ☐ Compose and decompose a fraction (between zero and one) into a sum of unit fractions ☐ Represent equivalent fractions (between zero and one) with denominators of 2, 3, 4, 6, and 8 using objects, number lines, strip diagrams, and area models ☐ Compare two fractions with the same numerator using words, objects, pictorial models, and symbols ☐ Compare two fractions with the same denominator using words, objects, pictorial models, and symbols Proficiency in 8 out of 8 skills
2.5			Proficiency in 7 out of 8 skills listed at the 3.0 target
2.0	1 st		Proficiency in 6 out of 8 skills listed at the 3.0 target
1.5			Proficiency in 4 out of 8 skills listed at the 3.0 target
1.0			Proficiency in 2 out of 8 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 3.0 content



Represent and Solve Addition and Subtraction within 1,000, Including Perimeter

To be a 3.0 on this learning progression, students will need to show proficiency on all 9 skills listed on the progression.

- Students will be able to represent and solve one- and two-step addition and subtraction situations within 1,000.
 - Representation models include pictorial models, strip diagrams, number lines, and equations.
- Students will be able to determine the perimeter of a polygon (including measuring to find side lengths) and determine the missing length when given perimeter and remaining sides.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who master's 0-1 of the 9 skills will remain at a 0.5 until 2 skills are mastered.

In order to achieve level 1.0, students will demonstrate proficiency of 2-3 of the 9 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 4-5 of the 9 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 6-7 of the 9 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 8 of the 9 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 2nd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 2 centered around these 9 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during tier 2 personalized learning and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 3rd grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fourth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with generating, representing, and solving multi-step addition and subtraction situations. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent and Solve Addition and Subtraction Situations within 1,000, including Perimeter Introduced: 2 nd 9 weeks
4.0		4.4A 4.5A	- Generate multi-step problems involving addition and subtraction with whole numbers within 1,000 - Represent multi-step problems involving addition and subtraction with any whole numbers using strip diagrams and equations with a letter standing for the unknown quantity - Solve multi-step addition and subtraction problems using numbers within 1,000 (more than two-steps) – not limited to two-steps
 3.0	2 nd	3.4A 3.5A 3.7B	- Represent one-step addition situations within 1,000 using ALL of the following methods – pictorial models, strip diagrams, number lines, and equations - Solve one-step situations involving addition within 1,000 - Represent one-step subtraction situations within 1,000 using ALL of the following methods - pictorial models, strip diagrams, number lines, and equations - Solve one-step situations involving subtraction within 1,000 - Represent two-step addition and subtraction situations within 1,000 using ALL of the following methods - pictorial models, strip diagrams, number lines, and equations (may involve addition, subtraction, or a combination of the 2) - Solve two-step situations involving addition and subtraction problems within 1,000 (may involve addition, subtraction, or a combination of the 2) - Determine the perimeter of a polygon in problems - Determine the missing length when given perimeter and remaining side lengths - Determine the perimeter of a polygon when asked to measure to find the lengths of the sides Proficiency in 9 out of 9 skills listed
2.5			Proficiency in 8 out of 9 skills listed at the 3.0 target
2.0			Proficiency in 6 out of 9 skills listed at the 3.0 target
1.5			Proficiency in 4 out of 9 skills listed at the 3.0 target
1.0			Proficiency in 2 out of 9 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content



Represent and Solve Multiplication and Division Situations, including Area

To be a 3.0 on this learning progression, students will need to show proficiency on all 8 skills listed on the progression.

- Represent one-step problems involving multiplication within 100 using ALL of the following methods- arrays, strip diagrams, and equations
- Solve one-step problems involving multiplication within 100 using two-digit numbers by a one-digit number
- Represent one-step problems involving division within 100 using ALL of the following methods- arrays, strip diagrams, and equations
- Solve one-step division problems involving division within 100
- Represent two-step multiplication and division within 100 using ALL of the following methods: arrays and equations (may involve multiplication, division, or a combination of the two)
- Solve two-step multiplication and division within 100 (may involve multiplication, division, or a combination of the two)
- Determine the area of rectangles when given side lengths or visual
- Represent real-world relationships using both number pairs in a table and verbal descriptions

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1-2 of the 8 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 3-4 of the 8 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 5-6 of the 8 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 7 of the 8 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 3rd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 3 centered around these 8 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 4th grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fourth-grade skills listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with representing and solving one-step problems involving multiplication (up to a four-digit number by one-digit) or division (four-digit number divided by a one-digit number) using arrays, strip diagrams, or equations. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent and Solve Multiplication and Division Situations, including Area Introduced: 3 rd 9 weeks
4.0		4.4C 4.4D 4.4E 4.4F	- Represent one-step problems involving multiplication up to a four-digit number by a one-digit number using arrays, strip diagrams, or equations - Solve multiplication problems up to a four-digit number by a one-digit number - Represent one-step problems involving division up to a four-digit whole number divided by a one-digit whole number using arrays, strip diagrams, or equations - Solve division problems up to a four-digit dividend by a one-digit divisor
3.0 	3 rd	3.4K 3.5B 3.5E 3.6C	- Determine the area of rectangles when given side lengths or a visual - Represent one-step problems involving multiplication within 100 using ALL of the following methods – arrays, strip diagrams, and equations - Solve one-step problems involving multiplication within 100 using two-digit numbers by a one-digit number - Represent one-step problems involving division within 100 using ALL of the following methods – arrays, strip diagrams, and equations - Solve one-step division problems involving division within 100 - Represent two-step multiplication and division problems within 100 using ALL of the following methods arrays and equations (may involve multiplication, division, or a combination of the two) - Solve two-step multiplication and division problems within 100 (may involve multiplication, division, or a combination of the two) - Represent real-world relationships using both number pairs in a table and verbal descriptions Proficiency in 8 out of 8 skills
2.5			Proficiency in 7 out of 8 skills listed at the 3.0 target
2.0			Proficiency in 5 out of 8 skills listed at the 3.0 target
1.5			Proficiency in 3 out of 8 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 8 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content



Geometry and Data Analysis

To be a 3.0 on this learning progression, students will need to show proficiency on all 3 skills listed on the progression.

Students will classify and sort two-dimensional figures (including 3-12 sided figures as well as rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals).

Students will classify and sort three-dimensional figures including cones, cylinders, spheres, triangular prisms, rectangular prisms, and cubes based on attributes

Students will summarize a data set with multiple categories using ALL the following -frequency table, dot plot, pictograph, or bar graph with scaled intervals

Before mastering all the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 3 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 2 of the 3 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 4th 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Units 4 and 5 centered around these 3 skills. Student progression checklists will be located in your child's take-home folder to check progress throughout the year. After the units have been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 Time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 3rd grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the fourth grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of specified size. They will also be offered experiences with representing data on ALL the following – a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions. Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Geometry and Data Analysis Introduced: 3 rd 9 weeks
4.0		4.6D 4.9A	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size Represent data on ALL of the following – a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions
 3.0	4 th	3.6A 3.6B 3.8A	Classify and sort two-dimensional figures (including 3-12 sided figures as well as rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals) Classify and sort three-dimensional figures including cones, cylinders, spheres, triangular prisms, rectangular prisms, and cubes based on attributes Summarize a data set with multiple categories using ALL of the following - a frequency table, dot plot, pictograph, and bar graph with scaled intervals Proficiency in 3 out of 3 skills
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Science

Matter and Energy

In the 1st 9 weeks, your third grader will measure, test, and record the physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. Hands-on investigations are essential, and your child will record the data they collect in various ways. Mass will be introduced as a measurable property, and at this level, there will be no distinction between mass and weight.

For the first time, your child will also learn about gases. They will use this background knowledge to predict, observe, and record changes in the state of matter caused by heating and cooling objects. This builds on what they learned in previous grades about how heating and cooling can change materials. Understanding these concepts will be important for future assessments, including the Elementary Science STAAR.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Matter and Energy Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	3.6A 3.6B 3.6C	Proficient understanding that matter has measurable physical properties, that determine how matter is identified, classified, changed, and used by: ☐ Using tools to measure, test, and record data on the physical properties of matter such as temperature, mass, magnetism, and the ability to sink or float in water. ☐ Using data to describe and classify matter as solids, liquids, and gases. ☐ Demonstrating and discussing that liquids and gases take the shape of their container and that solids have a definite shape. ☐ Predicting, observing, and recording data for the changes in the state of matter caused by heating and cooling.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Force, Motion, and Energy

Your third grader will explore how pushes and pulls, as well as the forces of magnetism and gravity, affect objects. They will learn that magnetism is a force of attraction that causes magnetic materials to move, and that gravity is a force that pulls objects toward each other. Various activities, demonstrations, investigations, and real-world connections will be used to promote understanding. Students will use models to identify everyday examples of energy, including light, sound, thermal, and mechanical energy.

Your child will have multiple opportunities to observe and understand forces through demonstrations, hands-on investigations with objects, and various real-world connections. Understanding these concepts will be important for future assessments, including the Elementary Science STAAR.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Force, Motion, and Energy Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	3.7A 3.7B 3.8A	Proficient understanding that the nature of forces and the patterns of their interactions by: ☐ Using tools to demonstrate and describe forces acting on an object such as magnetism, gravity, and pushes and pulls. ☐ Planning and conducting a descriptive investigation and collect data that demonstrates and explains how position and motion can be changed by pushing and pulling objects. Proficient understanding that energy is everywhere and can be observed in cycles, patterns, and systems by: ☐ Using models to identify everyday examples of energy, including light, sound, thermal, and mechanical.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Earth and Space

In the 3rd nine weeks, your child will begin studying Earth and space by learning to identify the order of the eight planets by their position from the sun. This concept is important for future assessments, including the Grade 5 STAAR.

Next, your child will focus on modeling and describing the rapid changes in Earth's surface caused by volcanoes, earthquakes, and landslides. They will explore how these natural events can quickly alter the landscape.

Finally, your child will learn how humans use the natural resources found on Earth. They will understand the importance of these resources and how they are utilized in our daily lives. This unit will provide a comprehensive understanding of Earth and space, natural phenomena, and resource use. Understanding these concepts will be important for future assessments, including the Elementary Science STAAR.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earth and Space Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	3.9B 3.10C 3.11A	Proficient understanding that there are recognizable objects and patterns in Earth's solar system by: ☐ Using models to identify the order of the planets in our solar system in relation to the Sun. Proficient understanding that there are recognizable processes that change Earth over time by: ☐ Developing models and describing rapid changes to Earth's surface. Proficient understanding of how natural resources are important and can be managed by: ☐ Exploring and explaining how humans use natural resources in construction, agriculture, transportation, and to make products.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Organisms and Environments

In the 4th nine weeks, your child will dive into the fascinating world of ecosystems, food chains, fossils, and life cycles. Students will develop and use models to understand how energy moves through food chains—from the sun to plants to animals. They'll also explore how changes in a food chain can impact the entire ecosystem. By studying fossils, students will discover how scientists learn about organisms and environments that existed long ago. Fossils help us understand how life on Earth has changed over time. Students will explore and illustrate the life cycles of different plants and animals. They'll notice patterns and compare how each organism grows, changes, and survives in its environment. Understanding these concepts will be important for future assessments, including the Elementary Science STAAR.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Organisms and Environments Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	3.12B 3.12D 3.13B	Proficient understanding of patterns, cycles, systems, and relationships within environments by: ☐ Developing and using models to describe the flow of energy in different food chains. ☐ Using data and models to predict how changes in a food chain would affect ecosystems. ☐ Exploring and identifying fossils as evidence of past living organisms and environments Proficient understanding that organisms undergo similar life processes and have structures that function to help them survive within their environments by: ☐ Exploring, illustrating, and comparing patterns in life cycles of different organisms.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Social Studies

Our Government

In the 1st 9 weeks, students will explore the basic structure and function of various levels of government. For this progression, students will learn the basic structure and function of government, as well as important ideas in historical documents at various levels of government. Students will describe structures in government, identify local officials, and explain how they are chosen. Finally, in this progression, third grade students will understand that people are elected to fulfill the wishes of those who elected them. By the end of the 3rd nine weeks, students will understand that the concept of “consent of the governed” means that government gets all its power from the people. If people don’t like the government, they have the right to change it by electing other representatives who change laws and structures.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Our Government Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	1st	3.7A 3.7B 3.8B	Proficient understanding of the basic structure and functions of various levels of government by: ☐ Describing the basic structure of government in the local community, state, and nation. ☐ Identifying local, state, and national government officials and explaining how they are chosen. Proficient understanding of important ideas in historical documents by: ☐ Describing the concept of “consent of the governed”.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Communities

In the 2nd 9 weeks, students will explore how and why communities are formed, and how people work together to meet their needs. Students will learn about the common reasons people form communities, such as the need for safety, laws, religious freedom, and economic opportunity. Students will explore how communities have changed over time and how they stay the same. They'll compare how people in different places meet their needs for things like education, transportation, recreation, and local government. Students will learn about key individuals, events, and ideas that have influenced the development of communities throughout history.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Communities Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	2 nd	3.2A 3.2B 3.1A	Proficient understanding of common characteristics of communities, past and present by: ☐ Identifying reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being. ☐ Comparing ways in which people in the local community and other communities meet their needs for government, education, transportation, and recreation. Proficient understanding of how individuals, events, and ideas have influenced the history of various communities by: ☐ Describing how individuals, events, and ideas have changed communities, past and present.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Geography

In the 3rd 9 weeks, students will become young geographers as they explore how to read maps and understand how people interact with their environment. Students will use cardinals (north, south, east, west) and intermediate directions to locate places on maps and globes. They'll also learn how to read and create maps that include important features like a title, compass rose, legend, scale, and grid system. Students will discover how people in various communities around the world adapt to and change their physical environment—whether it's building homes in hot climates, creating transportation in busy cities, or farming in rural areas.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Geography Introduced: 3 rd 9 weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	3 rd	3.4A 3.4C 3.3B	Proficient understanding of concepts of location, distance and direction on maps and globes by: ☐ Using cardinal and intermediate directions to locate places on maps and globes in relation to the local community. ☐ Identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system. Proficient understanding of how humans adapt to and/or modify the physical environment by: ☐ Identifying and comparing how people in different communities have adapted to their environments.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Economics & Technology

In the 4th 9 weeks, students will explore economics and technology concepts. During this time, students will understand the purposes of earning, spending, saving, and donating money. They will understand the concept of free enterprise systems and how businesses operate in this system. Students will also study the impact of various scientific breakthroughs including computers, pasteurization, and medical vaccines on communities throughout our nation.

By the end of the 9 weeks, we will ensure that students know that understanding the concepts of income, spending, saving, credit, and charitable giving supports one's ability to manage his or her financial resources more effectively for a lifetime of financial security. Furthermore, students will understand how the invention of new technology has affected the lives of various communities, both past and present.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Economics & Technology Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	4 th	3.5A 3.13B	Proficient understanding of the concept of the free enterprise system by: ☐ Identifying ways of earning, spending, saving, and donating. Proficient understanding that individuals have created or invented new technology and affected life in various communities, past and present, by: ☐ Describing the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities. ☐ Understanding concept specific vocabulary, such as <i>profit</i>, <i>budget</i>, <i>scientific breakthrough</i>, <i>pasteurization</i>, etc.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Music

Identify, reproduce, create, and perform rhythmic and melodic patterns, while exploring new musical ideas

Third grade students will build on their knowledge of rhythmic and melodic patterns through activities such as, but not limited to, speech, song, movement, instruments, and play. Students that meet grade level standards will learn to identify, reproduce, create, and perform four beamed sixteenth notes, whole note, whole rest, and the extended pentatonic scale (S, L, D R M S L D'). The use of appropriate technique and music terminology will be emphasized throughout the year.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify, reproduce, create, and perform rhythmic and melodic patterns, while exploring new musical ideas.
4.0			Demonstrate musicality beyond grade level.
3.0 	3 rd /4 th	3.2 A 3.2 B 3.4 A 3.4 B 3.4 C 3.6 B	Create and perform rhythmic and melodic patterns such as four sixteenth notes, whole note, whole rest, and the extended pentatonic scale (S, L, D R M S L D') independently and in a group.
2.0	2nd		Identify and reproduce rhythmic and melodic patterns such as four sixteenth notes, whole note, whole rest, and the extended pentatonic scale (S, L, D R M S L D') independently and in a group with guidance.
1.0	1st		Create and perform rhythmic and melodic patterns such as half note, half rest, and the pentatonic scale (D R M S L) independently and in a group.

Art

Inspire art making by using personal and life experiences through a variety of means

Third grade students who meet grade level standards will consistently explore and communicate ideas from life experiences to create compositions using a variety of media. Students will be expected to use appropriate vocabulary when discussing their own artwork, the work of peers, and master artists. By the end of the year, third graders are expected to create original compositions and compare and contrast artwork using the elements of art and principles of design (line, shape, color, texture, form, space, value, emphasis, pattern, rhythm, variety, balance, proportion and unity).

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Inspire art making by using personal and life experiences through a variety of means Introduced: 1 st Nine Weeks
4.0			Demonstrate artistry beyond grade level standard
3.0 	3 rd /4 th	3.1A-C 3.2A-C 3.3A-D 3.4A-C	Communicate meaningful artistic ideas explored through collaboration, investigation, and observation consistently. Incorporate elements and principles of art consistently
2.0	2 nd		Communicate meaningful artistic ideas explored through collaboration, investigation, and observation most of the time. Incorporate elements and principles of art most of the time.
1.0	1 st		Communicate meaningful artistic ideas explored through collaboration, investigation, and observation some of the time. Incorporate elements and principles of art some of the time. Utilize a variety of art tools and media.

Wellness

Demonstrate positive self-management, utilize mature form in fundamental locomotor and manipulative skills and maintain mature form in dynamic game situations

Third grade students will continue to demonstrate positive self-management. Students will utilize and maintain mature forms of movement while participating in dynamic game situations. While working on self-management when learning the rules and procedures of the Physical Education classroom, students will maintain their own personal space in both large and small group settings. Third grade students that master the grade level expectation of positive self-management and who utilize and maintain mature form in dynamic game situations will be able to perform the 4th grade TEKS of Physical Education.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Demonstrate positive self-management, utilize mature form in fundamental locomotor and manipulative skills and maintain mature form in dynamic game situations Introduced: 1 st Nine Weeks
4.0		4.1 A-K 4.2 A-D 4.3 A-E 4.5 A-B 4.6 A-B 4.7 A-D	Maintains mature form in locomotor and manipulative skills beyond grade level Utilizes mature form while participating in dynamic game situations beyond grade level Demonstrates positive self-management beyond grade level
3.0 	3 rd /4 th	3.1 A-J 3.2 A-B 3.3 A-D 3.5 A-B 3.6 A-B 3.7 A-C	Maintain mature form in locomotor and manipulative skills independently Utilize mature form while participating in dynamic game situations independently Demonstrate positive self-management independently
2.0	2 nd		Maintain mature form in locomotor and manipulative skills with minimal support. Utilize mature form while participating in dynamic game situations with minimal support. Demonstrate positive self-management with minimal support.
1.0	1 st		Maintain mature form in locomotor and manipulative skills with support. Utilize mature form while participating in dynamic game situations with support. Demonstrate positive self-management with support

Theatre

Express ideas and emotions in a variety of roles through narrative pantomime, dramatic play, or story dramatization

Third grade students will express ideas and emotions in a variety of roles through narrative pantomime, dramatic play, or story dramatization. Students will be expected to use appropriate theatre terminology to constructively critique performances by their peers and self. By the end of the year, students will combine knowledge of pantomime techniques and literature to tell a story using expressive voice and movement.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Express ideas and emotions in a variety of roles through narrative pantomime, dramatic play, or story dramatization
4.0			Demonstrate theatricality beyond grade level standard
3.0 	3 rd /4 th	3.1 A,D 3.2 A,B,D 3.3 C,D 3.4 A 3.5 A,B,C	Express ideas and emotions in a variety of roles through narrative pantomime, dramatic play or story dramatization Appropriately interact with others in dramatic play using stage and performance terminology.
2.0	2 nd		Imitate ideas and emotions in a variety of roles through narrative pantomime, dramatic play with guidance.
1.0	1 st		Role play in real life and imaginative situations through dramatic play.