# Pleasant Ridge School

1730 Sunset Ridge Road

Glenview, IL 60025

(847)998-5050

[redacted]

**3rd Grade Report Card**

**Trimester 1 2025-2026**

**Homeroom Teacher :** [redacted]

| | T1 | T2 | T3 |
|---|---|---|---|
| Days Absent | 0 | 0 | 0 |
| Days Tardy | 0 | 0 | 0 |

[redacted]

| SKILLS AND BEHAVIORS THAT SUPPORT LEARNING Mr. Sandberg | | | |
|---|---|---|---|
| **Social-Emotional Skills and Work Habits** | **T1** | **T2** | **T3** |
| Listens attentively | | | |
| Maintains focus | | | |
| Perseveres in tasks | | | |
| Participates in classroom conversations and activities | | | |
| Collaborates with peers | | | |
| Respects others | | | |
| Demonstrates responsibility | | | |
| Self-advocates when necessary | | | |
| Organizes time and materials | | | |

**Frequency with which Social-Emotional Skills and Work Habits are exhibited**

Seldom (●) Sometimes (✓) **Usually (+)**

| ENGLISH/LANGUAGE ARTS Mr. Sandberg | | | |
|---|---|---|---|
| **READING: Literature** | **T1** | **T2** | **T3** |
| 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |

| | | | |
|---|---|---|---|
| 3.RL.2 Recount stories, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | |
| 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series | | | |
| 3.RL.3 Describes characters in a story and explains how their actions contribute to the sequence of events | | | |
| **READING: Informational** | **T1** | **T2** | **T3** |
| 3.RI.1 Asks and answers questions to demonstrate understanding of a text | | | |
| 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | |
| 3.RI.9 Compares and contrasts the most important points and key details presented in two texts on the same topic | | | |
| **WRITING** | **T1** | **T2** | **T3** |
| 3.W.4-1 Produces writing in which the development and elaboration are appropriate to task and purpose | | | |
| 3.W.4-2 Produces writing in which the organization is appropriate to the task | | | |
| **LANGUAGE** | **T1** | **T2** | **T3** |
| 3.L.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing | | | |

**Key to reporting your child's academic progress toward meeting grade level expectations:**

E = Extending **M = Meeting** D = Developing B = Beginning I = Insufficient Evidence

IP = In Progress

| **MATHEMATICS Mr. Sandberg** | | | |
|---|---|---|---|
| **OPERATIONS AND ALGEBRAIC THINKING** | **T1** | **T2** | **T3** |
| 3.OA.A.3-1 Solves multiplication word problems within 100 | | | |
| 3.OA.A.3-2 Solves division word problems within 100 | | | |
| 3.OA.C.7-1 Fluently multiplies within 100 by memory | | | |
| 3.OA.C.7-2 Fluently divides within 100 by memory | | | |
| 3.OA.D.8 Solves two-step word problems involving the four operations | | | |
| **NUMBERS AND OPERATIONS** | **T1** | **T2** | **T3** |
| 3.NBT.A.2-1 Adds within 1000 | | | |
| 3.NBT.A.2-2 Subtracts within 1000 | | | |
| 3.NF.A.1 Recoginzing a unit fraction (understand a fraction 1/3 as the quantity formed by 1 part when the whole is divided into 3 parts) | | | |
| 3.NF.A.3.A Understands two fractions as equivalent (equal) if they are the same size, or the same point on a number line | | | |
| 3.NF.3.D Compare two fractions with the same numerator or same denominator using the symbols <, >, or = | | | |
| **MEASUREMENT AND DATA** | **T1** | **T2** | **T3** |
| 3.MD.A.2-1 Solves problems involving intervals of time | | | |
| 3.MD.A.2-2 Solves problems involving measurement and estimation of liquid, volumes, or masses of objects | | | |
| 3.MD.C.7-1 Geometric measurement: Understands concept of area and relates area to multiplication and to | | | |

| | | | |
|---|---|---|---|
| addition | | | |
| 3.MD.C.7-2 Geometric measurement: Understands concept of perimeter and solves problem involving perimeter | | | |
| **GEOMETRY** | **T1** | **T2** | **T3** |
| 3.G.A.1 Reason with shapes and their attributes | | | |

| **SCIENCE Mr. Sandberg** | | | |
|---|---|---|---|
| | **T1** | **T2** | **T3** |
| 3.PS2.1 Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object | | | |
| 3.PS2.3 Determines cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other | | | |
| 3.LS4.3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all | | | |
| 3.LS4.4 Makes a claim about how plants and animals can adapt to a new environment | | | |
| 3.LS3.1 Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents | | | |
| 3.ESS3.1 Makes a claim about the merit of a design solution that reduces the impacts of weather-related hazards | | | |
| 3.ESS2.2 Obtains and combines information to describe climates in different regions of the world | | | |
| 3.CCC.2 Demonstrates understanding of cause and effect relationships | | | |

| **SOCIAL STUDIES Mr. Sandberg** | | | |
|---|---|---|---|
| | **T1** | **T2** | **T3** |
| SS.3.CV.2 Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies | | | |
| SS.3.G.2 Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments | | | |
| SS.3.EC.1 Compare the goods and services that people in the local community produce and those that are produced in other communities | | | |
| SS.3.IS.2 Students generate supporting questions that require investigation to help answer essential questions | | | |

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| **DRAMA Ms. Adesuyi-Dada** | | | |
|---|---|---|---|
| | **T1** | **T2** | **T3** |
| Applies basic skills (concentration, imitation, transformation, imagination, and collaboration) that can be used in drama/theatre work | | | |
| Move and speak to support the story and given circumstances in drama/theatre work | | | |

| | | | |
|---|---|---|---|
| Collaborates with peers and participates in classroom activities | | | |
| Engages in learning activities appropriately and uses time constructively | | | |

| GENERAL MUSIC Ms. Partyka | | | |
|---|---|---|---|
| | T1 | T2 | T3 |
| Understands elements of music (rhythm, melody and timbre) | | | |
| Creates and performs music, within given parameters, using correct pitch accuracy and rhythmic accuracy | | | |
| Engages in ensemble work appropriately | | | |

| PHYSICAL EDUCATION Mr. Cutler | | | |
|---|---|---|---|
| | T1 | T2 | T3 |
| Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body | | | |
| Dribbles with hands and travels in general space at slow to moderate jogging speed, with control of ball and body | | | |
| Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force | | | |
| Engages in the activities of physical education class without teacher prompting | | | |
| Exhibits personal responsibility in teacher-directed activities | | | |

| VISUAL ART Miss. Tyska | | | |
|---|---|---|---|
| | T1 | T2 | T3 |
| Understands skills and concepts necessary in creating artwork | | | |
| Uses creative problem-solving strategies in artwork | | | |
| Engages in learning activities appropriately and uses time and materials constructively | | | |

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| TEACHER COMMENTS |
|---|
| **TRIMESTER 1** |
| **TRIMESTER 2** |
| **TRIMESTER 3** |