

Student:  
3rd Grade  
Homeroom:

2011 - 2012

Principal:

Class : **READING 3RD GRADE**

Teacher:

<b>Vocabulary</b>	
Uses a variety of strategies to decode words	
Determines meaning of unknown words through the use of text clues, word structure, use of dictionary	

<b>Fluency</b>	
Demonstrates appropriate pace, phrasing, and rhythm (fluency) to orally read all text types	

<b>Comprehension</b>	
Distinguishes between narrative, expository, persuasive, and technical texts and the purpose for reading	
Understands the purpose of text features (title, table of contents, etc.)	
Identifies topic, main idea, and supporting details	
Identifies text structures (sequence, compare/contrast, cause/effect, problem/solution, description/definition)	
Identifies story elements in narrative (setting, characters, plot, etc.)	
Makes connections with characters in literature	
Makes inferences and draws conclusions	

Class : **WRITING 3RD GRADE**

Teacher:

<b>Writing</b>	
Uses the writing process to produce written work in all text types	
Writes in narrative style (diaries, biographies, plays, short stories)	
Writes in expository style (journal articles, informational articles, how-to, research summaries)	
Writes in technical style (instructions, contracts, manuals, procedures)	
Uses Six-Trait model: ideas and content, organization, voice, word choice, sentence fluency, conventions	
Writes legibly (presentation)	
Writes letters correctly in daily work	

Class : **RESEARCH 3RD GRADE**

Teacher:

<b>Research</b>	
Uses multiple sources in researching a topic	
Takes notes in key words or phrases	
Constructs simple bibliography	

Class : **MATH 3RD GRADE**

Teacher:

<b>Number Sense and Computation</b>	
Reads and writes numbers from tenth place to 10,000	
Uses place value to write, count, order, and compare numbers	
Uses a variety of methods to estimate quantities	
Knows and uses basic facts efficiently (addition, subtraction, multiplication, and division)	
Explains and performs computations in a variety of situations	
Recognizes and uses money representations	
Recognizes and uses fractions and decimals	

<b>Number Sense and Computation</b>	
Knows and uses problem solving skills	
Learns and uses vocabulary related to math concepts	

<b>Algebra, Patterns, and Functions</b>	
Recognizes, extends, and creates patterns (number, visual word, etc.)	
Uses symbols to solve equations	
Determines the rule for functions and input/output and t-tables (+/-)	
Knows and uses problem solving skills	
Learns and uses vocabulary related to math concepts	

<b>Statistics, Data, and Probability</b>	
Uses probability to make predictions	
Collects, organizes, displays, and interprets data	
Recognizes and uses statistical values (minimum/maximum, range, mode, median)	
Knows and uses problem solving skills	
Learns and uses vocabulary related to math concepts	

<b>Geometry and Measurement</b>	
Recognizes and describes geometric shapes	
Uses both standard and nonstandard measurement tools and applies measurement strategies	
Reads, calculates, and tells time to the minute	
Recognizes and describes a single transformation (flip, slide, turn)	
Finds points on a vertical or horizontal number line	
Knows and uses problem solving skills	
Learns and uses vocabulary related to math concepts	

Class : **SCIENCE & HEALTH 3RD GRADE**

Teacher:

<b>Science &amp; Health</b>	
Follows the steps in scientific inquiry to make observations and apply the scientific process	
Uses tools and technology effectively	
Collects data, makes decisions based on findings, actively participates in investigations (experiments/labs)	
Learns concepts related to science content and communicates using scientific vocabulary	
Learns concepts related to health content and communicates using appropriate health vocabulary	
Understands effective strategies for personal safety and health	

Class : **SOCIAL STUDIES 3RD GRADE**

Teacher:

<b>Social Studies</b>	
Understands the basic purpose of local government	
Understands basic economic concepts	
Uses basic geography skills	
Connects the Lawrence community and local residents to Kansas history	
Looks at local resources to explain the origin of Lawrence	

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Class : **SUCCESSFUL LEARNER BEHAVIOR 3**  
Teacher:

Class : **PE 3RD GRADE**  
Teacher:

Successful Learner Behaviors	
Shows acceptance of others and ideas	
Respects others (teachers, substitutes, paras, student teachers, peers, etc.)	
Actively listens	
Responds appropriately to feedback	
Uses materials purposefully and respectfully	
Follows directions	
Uses organizational strategies-organizes classroom materials/personal belongings	
Uses time efficiently and constructively	
Strives to produce quality work	
Completes tasks on time (classwork/homework)	
Manages transitions and changes in routine	
Exercises self-control	
Accepts responsibility for behavior	
Works quietly and stays on task	
Uses cooperation skills (whole group, small group, partners)	

Class : **ART 3RD GRADE**  
Teacher:

Art	
Explains the difference between various techniques.*	
Identifies the elements in works of art - Color, Space.*	
Practices using key principles - Repetition/Rhythm/Pattern, Eye Movement/Composition, Balance.	
Categorizes works based on the use of subject, symbols and ideas.*	
Creates art that uses art techniques from other cultures.	
Restates the narrative depicted in an art work.	
Defines and uses vocabulary appropriate to the discussion of art works.	
Explains the difference between a reproduction and an original work of art.*	
* - Intermediate Standards	
Successful Learner Behaviors - Exhibits self control in order to learn.	
Successful Learner Behaviors - Follows rules and procedures.	
Successful Learner Behaviors - Actively listens and watches during instruction.	
Successful Learner Behaviors - Applies effort to work - attends to detail and participates in learning activities.	

Class : **MUSIC 3RD GRADE**  
Teacher:

Music	
Sings a short, age appropriate song on pitch and in rhythm with a steady beat.	
Perform on classroom instruments accurately, her/his part, while other students perform contrasting parts.	
Creates, arranges and performs a short instrumental piece within specified guidelines.	
Correctly identifies rhythmic patterns in 3/4 and 4/4 meter using whole half, dotted half, quarter, eighth notes and corresponding rests given an aural example.	
Identifies and sings know pitches (do, re, mi, so and la) in a notated example accurately.	
Uses appropriate vocabulary when describing similarities and differences of musical examples.	
Identifies criteria to evaluate a composition.	

Physical Education	
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
Demonstrates body awareness and control as it applies to the learning and understanding of physical activities.	
Achieves and maintains a health-enhancing level of physical fitness.	
Successful Learner Behaviors - Exhibits voluntary effort and participation in classroom activities.	
Successful Learner Behaviors - Exercises self-control.	

Grade Mark Legend	
<b>S</b>	Successfully meets: Meets academic (or learner behavior) expectations. Evidence of most recent work demonstrates that the learning goals are fully and consistently met.
<b>M</b>	Making Progress: Partially meets (or learner behavior) academic expectations. Evidence of most recent work demonstrates more than half of the learning goals are fully and consistently met.
<b>T</b>	Targeted for growth in order to meet academic (or learner behavior) expectations: Evidence of most recent work demonstrates only a few of the learning goals are met or partially met.
<b>E</b>	Excels: Consistently goes beyond academic (or learner behavior) expectations. Evidence of most recent work demonstrates that the learning goals are fully and consistently met.
<b>S*</b>	Successfully meets academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
<b>M*</b>	Making progress: Partially meets academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
<b>T*</b>	Targeted for growth in order to meet (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
<b>E*</b>	Excels: Consistently goes beyond academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
<b>I</b>	Incomplete: Insufficient evidence to report achievement.
<b>.</b>	Blank Space: Standards not assessed during the trimester