



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

Understanding Your Child's Third Grade Report Card

Santa Monica-Malibu Unified School District is now using the Common Core State Standards (CCSS) in English language arts and mathematics. Your child's report card reflects his or her progress toward achieving these rigorous standards, as well as progress in other academic subject areas. Equally important, the report card provides information about your child's work habits and citizenship.

Rather than being graded on each Common Core State Standard (of which there are many), students are given marks on a strand or cluster of standards within a subject area. The marks used for academic subjects are as follows:

- **4 – Masters Standards:** The student demonstrates mastery of a strand or cluster of standards that are expected by the end of the school year. Mastery is a high bar, and generally not achieved until the end of the year.
- **3 – Approaching Mastery:** The student has mastered or nearly mastered some – but not all – of the standards within a strand or cluster. The student is well on the way toward mastery by the end of the year.
- **2 – Making Some Progress Toward Standards:** Since the beginning of the year, the student demonstrates growth toward many of the standards within the strand or cluster. With continued work and support, the student may reach mastery by the end of the year.
- **1 – Making Little Progress Toward Standards:** The student has demonstrated little progress toward mastery since the beginning of the year. Considerable work and support will be needed in order for the student to achieve mastery.

Areas that have been taught during the reporting period are indicated with a $\sqrt{\quad}$. If many of the standards have not been taught during the first reporting period, the student may receive N/A, meaning that that strand or cluster of standards is not assessed at this time.

During the winter reporting period, you will want to see your child “making some progress toward standards” or, perhaps, “approaching mastery” of the standards. It is our goal to have students reach mastery of the CCSS by the end of the year. The teacher's comments will help to explain specific standards and areas in which your child demonstrates strengths and areas that need additional focus. As always, if you have questions or concerns about your child's progress, please discuss these with the classroom teacher.

This guide provides detailed explanation of the Common Core State Standards that are included on the report card. For more information about the Common Core, you may find the National PTA's website helpful: <http://pta.org/content.cfm?ItemNumber=2796>

ENGLISH LANGUAGE ARTS AND LITERACY

Reading Foundational Skills

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words:

- Identify and know the meaning of the most common prefixes and suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.



Fluency

Read with accuracy and fluency to support comprehension:

- Read grade level text with purpose and understanding.
- Read grade level prose and poetry orally with accuracy, appropriate rate, and understanding.
- Use context to confirm or self-correct, rereading as necessary.

Reading Literature

Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring directly to the text for answers.
- Retell stories, including fables, folktales, and myths from many cultures; determine the main idea, lesson, or moral, and explain how it is conveyed through key details in the text.
- Describe characters in a story (including their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text.
- Recognize literal and non-literal language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*. Describe how each part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or other characters.

Integration of Knowledge and Ideas

- Explain how specific parts of a text's illustrations contribute to what is conveyed by the words in a story (*create mood, emphasize aspects of a character or setting*).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

Independently and proficiently read and comprehend literature, including stories, dramas, and poetry of appropriate grade level complexity.

Reading Informational Text

Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps and procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- Determine the meaning of academic and subject specific words and phrases in grade 3 subject areas.
- Use various text features and search tools (*key words, sidebars, hyperlinks*) to locate information relevant to a given topic quickly and efficiently.
- Distinguish their own point of view from that of the author.



Integration of Knowledge and Ideas

- Use information gained from illustrations (*maps, diagrams, photographs*) and the words in a text to demonstrate understanding of key events.
- Describe the connection between particular sentences and paragraphs in a text (*comparison, cause/effect, first, second third in a sequence*).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

Independently and proficiently read and comprehend informational texts, including historical, scientific, and technical texts of appropriate grade level complexity.



Writing

Write narratives of real or imagined experiences or events using descriptive details, and clear event sequences:

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show how the characters respond to situations.
- Use time order words and phrases to signal event order (*first, next, finally*).
- Provide a sense of closure.

Write informative or explanatory texts to examine a topic and share ideas and information clearly:

- Introduce a topic and group related information together; include illustrations when useful to improve comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases to connect ideas within categories of information.
- Provide a concluding statement or paragraph.

Write opinion pieces on familiar topics or texts, supporting a point of view with reasons:

- Introduce the topic or book, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (*because, therefore, since*) to connect opinion and reasons.
- Provide a concluding statement or paragraph.

Conduct short research projects that build knowledge about a topic; recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into categories.

Language

Conventions of Standard English

Demonstrate command of conventions of capitalization, punctuation, and spelling when writing:

- Capitalize important words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives (*the dog's bone*)
- Use conventional spelling for high-frequency words and other studied words and for adding suffixes to base words (*sitting, smiled, cries*).
- Use spelling patterns and rules in writing words.
- Consult reference materials, including beginning dictionaries, as needed, to check and correct spellings.

Vocabulary Acquisition and Usage

- Use grade appropriate vocabulary.

Speaking and Listening

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) on third grade topics and texts, building on each other's ideas and expressing



their own clearly:

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow rules for discussions (*taking turns, listening to others, and speaking one at a time*).
- Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- Explain own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of written texts, read alouds, or information presented in diverse media and formats.
- Ask and answer questions about information from a speaker, with appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- Speak clearly at an understandable pace to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details.
- Create audio recordings of stories or poems that demonstrate fluent reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details.
- Speak in complete sentences when appropriate in order to provide requested detail or clarification.

MATHEMATICS

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- Understand that products of whole numbers can be represented as an array or groups of objects. (*35 can be represented as five rows of objects with seven objects in each row.*)
- Understand that a whole number quotient can be represented as the number of objects in each share when a number of objects is divided equally. (*When dividing 12 crackers among 3 people, each person will get 4 crackers.*)
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities; use drawings and equations with a symbol for the unknown number. ($Y = 3 \times 8$)
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. ($8 \times _ = 48$, $5 = _ \div 3$, $6 \times 6 = _$)



Understand properties of multiplication and the relationship between multiplication and division.

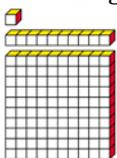
- Use properties of operations as strategies to multiply and divide. (*If $6 \times 4 = 24$, then $4 \times 6 = 24$. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$.*)
- Understand that division is an unknown factor problem. (*Find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*)

Multiply and divide within 100

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Solve problems involving the four operations, and identify and explain patterns in arithmetic

- Solve two-step word problems using the four operations. Represent problems using equations with a letter standing for the unknown amount. Check the reasonableness of answers using mental computation and estimation strategies including rounding.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.



Numbers and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

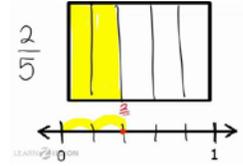
- Understand place value understanding to round whole numbers to the nearest 10 or 100.

- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (9×80 , 5×60) using strategies based on place value and properties of operations.

Numbers and Operations – Fractions

Develop understanding of fractions as numbers.

- Understand a fraction as the quantity formed when a whole is divided into a number of equal parts. Understand a fraction as a number on the number line and represent fractions on a number line diagram.
- Explain equivalence of fractions and compare fractions by reasoning about their size.
- Understand two fractions as equivalent if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions ($1/2 = 2/4$). Explain why the fractions are equivalent by using a visual model.
- Express whole numbers as fractions. Recognize fractions that are equivalent to whole numbers ($3 = 3/1$, $4/4 = 1$).
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the conclusions by using a visual fraction model.



Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

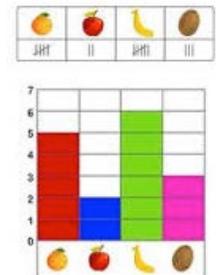
- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

Represent and interpret data.

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.

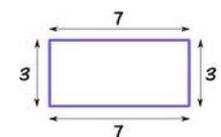
Geometric measurement: Understand concepts of area and relate area to multiplication and addition.

- Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- A plane figure that can be covered without gaps or overlaps by X unit squares is said to have an area of X square units.
- Measure areas by counting unit squares (*square cm, square m, square in, square ft*).
- Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Find areas of figures by dividing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real word problems.



Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and showing rectangles with the same perimeter and different areas or with the same area and different perimeters.



Geometry

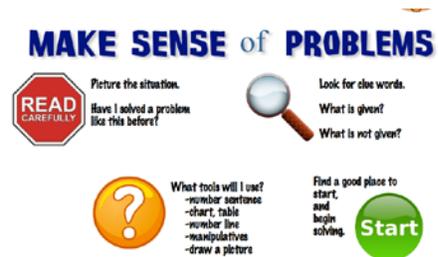
Reason with shapes and their attributes:

- Understand that shapes in different categories (*rhombuses, rectangles*) may share attributes (*having four sides*), and that the shared attributes can define a larger category (*quadrilaterals*). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals. Draw examples of quadrilaterals, and examples of quadrilaterals that do not belong to any of these subcategories.
- Divide shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Standards for Mathematical Practice

In addition to specifying specific grade level content and skills in mathematics, the Common Core State Standards identify eight mathematical practices that all students should use as they continue to develop as mathematicians.

1. Make sense of problems and persevere in solving them. In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.



2. Reason abstractly and quantitatively. Third graders recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities.

3. Construct viable arguments and critique the reasoning of others. In third grade, students may construct arguments using concrete objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

4. Model with mathematics. Students experiment with representing problem situations in multiple ways including words (mathematical language), drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

num bers,

MODEL with MATHEMATICS

Write number sentences and equations for a given problem.



Create representations, tables, number lines, and graphs.



Write problems for a given number sentence or equation.



5. Use appropriate tools strategically. Third graders consider the available tools (including estimation) when solving a problem. They decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles.

m athem atica

6. Attend to precision. Third graders develop their mathematical communication skills. They try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.

precise language in

7. Look for and make use of structure. In third grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to multiply and divide (commutative and distributive properties).

8. Look for and express regularity in repeated reasoning. Students in third grade should notice repetitive actions in computation and look for more efficient strategies. For example, students use products they know to solve products they don’t know. For example, for 7×8 , students might decompose 7 into 5 and 2 and then multiply 5×8 and 2×8 to arrive at $40 + 16$, or 56.

as a strategy for solving