

**Third Grade**  
**Report Card Clarification for Teachers**

**READING**

**Instructional Reading Level** - This graph indicates the level in which the student is being instructed by the teacher.

**Reading on Instructional Level**

*Understanding Fiction*

- **Makes and revises predictions when reading**  
The student makes predictions using clues from the story, together with what he/she knows from his/her own experiences, to figure out what will happen next.
- **Summarizes using all story elements**  
The student identifies the most important events and restates them in his/her own words. Story elements include characters, settings, problem, solution, and major events.
- **Provides examples and evidence to support thinking**  
The student identifies specific phrases, sentences, or paragraphs from the text to support his or her thinking or answer to questions in discussion and written response.

*Understanding Non-fiction*

- **Identifies and uses text features to aid in comprehension**  
Before, during and after reading, the student uses text features such as titles, captions, labels, sidebars, and graphics to help him/her understand the text.
- **Summarizes main idea and details**  
The student identifies the main idea and supporting details and restates them in his/her own words.
- **Provides examples and evidence to support thinking**  
The student identifies specific phrases, sentences, or paragraphs from the text to support his or her thinking or answers to questions in discussion and written response.

*Analysis and Interpretation of the Text*

- **Makes inferences and draws conclusions**  
The student uses clues from the text and what he/she already knows to draw conclusions.
- **Makes connections to the text**  
The student explains how a text relates to his/her own experiences, another familiar text, and/or world events.
- **Uses context clues to clarify**  
When the student comes to an unknown word or idea in the text, he/she uses surrounding text to help him/her find meaning.
- **Interprets figurative language (alliteration, simile, metaphor, and personification, etc.)**  
The student can identify examples of specific types of figurative language (alliteration, simile, metaphor, and personification, etc.) and use their meaning to help make sense of the text.

*Fluency and Vocabulary*

- **Reads with fluency**

The student reads smoothly, accurately, and with appropriate pacing and expression that reflects an understanding of the text.

- **Applies understanding of vocabulary**

The student accurately reads and uses vocabulary (multiple meaning words, text vocabulary, reading skill and strategy vocabulary) in discussion and written responses.

- **Decodes unknown words**

The student uses learned strategies (chunking, context, sound/letter knowledge) to pronounce unfamiliar words.

### **Reading on Grade Level**

- **Comprehends grade level material**

This indicates how well the student can read and understand materials written at the third grade level.

- **Reads grade level material fluently**

This indicates how well the student can read smoothly, accurately, and with appropriate pacing and expression that reflects an understanding of the text written at the third grade level.

### **WRITING**

- **Selects, focuses, and elaborates on ideas**

The student brainstorms and organizes ideas for writing using a graphic organizer, list, web, outline, or other form of notes.

- **Organizes writing, such as introduction, details, transitions, and conclusions**

The student organizes his/her writing in a way that makes sense to the reader, including an introduction, supporting details, transitions, and a conclusion.

- **Uses style to match the purpose and audience**

The student writes with an awareness of the intended audience (self, parent, teacher, peer, public official), and purpose (describe, inform, persuade).

- **Uses vivid language and variety in word choice**

The student writes using adjectives, adverbs, and meaningful vocabulary. The student chooses words that are not over used.

- **Uses varied sentence structure and length**

The student includes a variety of sentence types (simple, compound, complex) in his/her writing.

- **Uses capitalization, punctuation, and grammar correctly**

The student capitalizes proper nouns and the first word of a sentence or quotation, and uses periods, question marks, commas, and exclamation points in his/her daily writing. The student uses correct grammar, such as subject-verb agreement, proper verb tense, and writes in complete sentences.

- **Responds appropriately to prompts and questions**

The student writes well-developed paragraphs in response to specific prompts and questions.

- **Spells words correctly on assessments/daily writing**

The student spells words correctly on spelling assessments (if given), and spells high frequency and previously studied words correctly in his/her daily writing.

## **MATH**

### *Numbers and Operations*

- **Applies knowledge of place value**
  1. The student identifies, reads, and interprets place value of whole numbers to the ten-thousands and decimals to the hundredths.
- **Uses estimation and rounding strategies**
  1. The student rounds whole numbers through the thousands place and decimals through the tenths place using rounding rules.
  2. The student calculates estimates based on the rounded numbers.
  3. The student chooses appropriate estimations for adding and subtracting three digit numbers.
- **Computes addition accurately**
  1. The student adds whole numbers through the hundreds place using an addition algorithm.
- **Computes subtraction accurately**
  1. The student subtracts whole numbers through the hundreds place using a subtraction algorithm.
- **Computes multiplication accurately**
  1. The student multiplies up to two digit whole numbers by two digit whole numbers using a multiplication algorithm.
  2. The student multiplies by multiples of 10.
- **Computes division accurately**
  1. The student demonstrates understanding of the division concept by solving equal sharing/equal grouping number stories.
  2. The student divides by multiples of 10.
- **Compares numbers**
  1. The student compares and orders whole numbers using symbols/words for greater than, less than and equal to.
  2. The student orders decimals to the hundredths place using a visual aide.
  3. The student compares and orders number models using symbols/words for greater than, less than, and equal to. (Example:  $8 * 4$  compared to  $9-3$ )
  4. The student finds equivalent names for whole numbers.
- **Understands and applies concepts of fractions**
  1. The student identifies the numerator and denominator of a fraction.
  2. The student shades/identifies fractional parts of a region and set.
  3. The student identifies and renames equivalent fractions.

### *Geometry*

- **Identifies geometric figures and their properties**
  1. The student identifies and classifies 3-dimensional figures (cubes, prisms, pyramids, cylinders, cones, and spheres).
  2. The student identifies and classifies polygons (triangles, quadrilaterals, pentagons, hexagons, etc.) according to their sides (length, parallel, or perpendicular) and their angles.
  3. The student identifies right angles and compares other angles to a right angle.
  4. The student shows/draws angles according to rotation.

- **Knows geometric terminology**

1. The student defines/identifies lines, rays, points, line segments, parallel lines, intersecting lines, perpendicular lines, and angles.
2. The student draws/labels lines, rays, points, line segments, parallel lines, intersecting lines, perpendicular lines, and angles.
3. The student identifies/draws a line of symmetry of a two- dimensional figure.

*Measurement*

- **Estimates and measures to the nearest standard or metric unit**

1. The student selects/estimates/measures appropriate metric or standard units using various tools for measuring the weight, length, perimeter, area, capacity, and volume.
2. The student uses a ruler to measure to the nearest  $\frac{1}{4}$  inch or a  $\frac{1}{2}$  cm.
3. The student records measurement using the correct unit.
4. The student identifies time to the nearest minute.

- **Computes area and perimeter accurately**

1. The student finds/draws the perimeter of a polygon by adding the lengths of all sides.
2. The student finds/draws the area of a polygon drawn on a square grid.
3. The student records measurement using the correct unit.

*Algebraic Concepts*

- **Identifies and describes the rule for a numeric pattern**

1. The student counts by numbers greater than 10.
2. The student extends/finds a missing element in a numerical or simple geometric pattern with at least three repetitions.
3. The student creates a numerical or geometric pattern showing at least three repetitions of that pattern.
4. The student forms a rule based on a given pattern or develops a pattern based on a rule.

- **Solves equations with variables**

1. The student solves for a missing number in an equation involving a single operation.  
(Example:  $\_\_ + 7 = 13$ )

*Problem Solving*

- **Applies problem solving strategies**

1. The student understands what a question is asking.
2. The student identifies key information in the problem. (key words and numbers)
3. The student appropriately chooses algebraic concepts to solve problems.
4. The student accurately solves the problem and labels the answer. (Forgotten or inaccurate labels will receive a 2.)