

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs.Zimmerman, Teacher

2 0 1 9 – 2 0 2 0

fox hills elementary

My third grade

data book

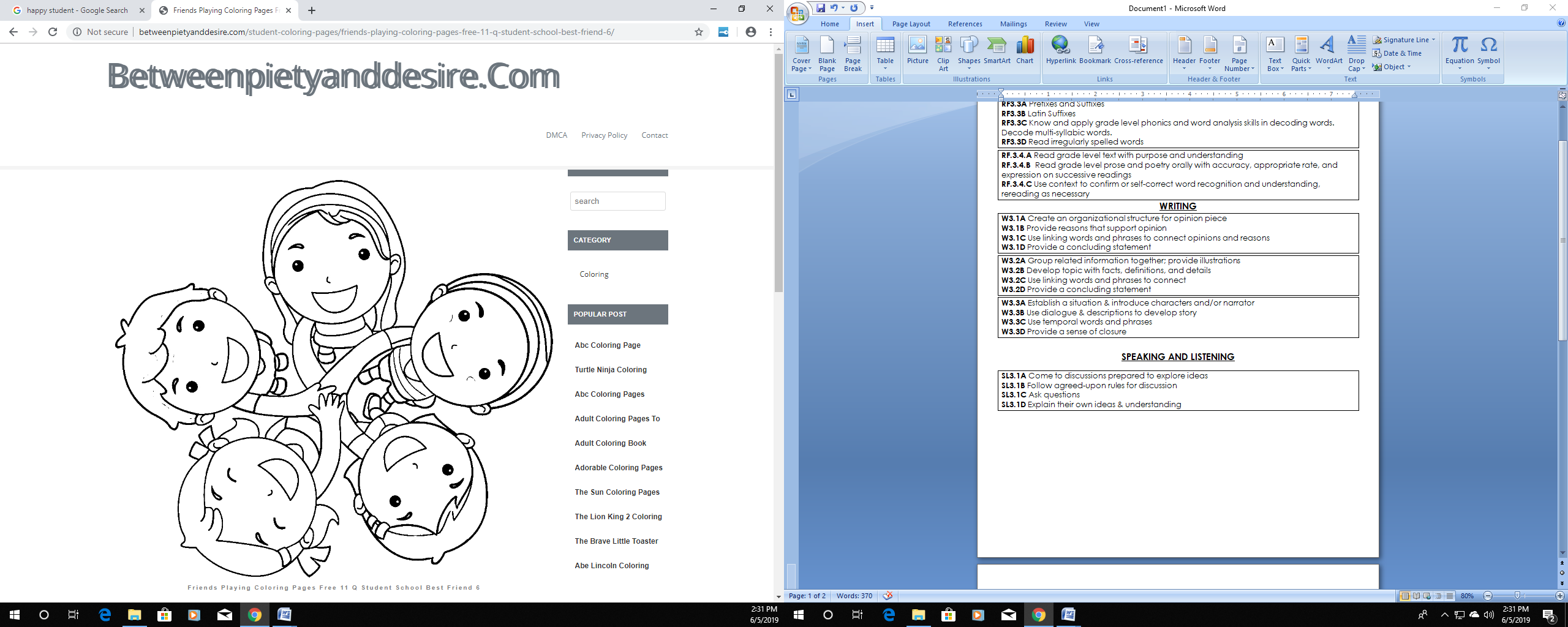
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| --- | --- | --- | --- | --- | --- | --- |
| **Dibels Reading** | | | | | | |
|  | **Fluency**  **BOY** | **Composite**  **BOY** | **Fluency**  **MOY** | **Composite**  **MOY** | **Fluency**  **EOY** | **Composite**  **EOY** |
| **Goals: BOY** | Higher | Higher | Higher | Higher | Higher | Higher |
| Fluency: 70 wpm or more | 160 | 400 | 160 | 400 | 160 | 400 |
| Composite: 220 or more | 155 | 390 | 155 | 390 | 155 | 390 |
|  | 150 | 380 | 150 | 380 | 150 | 380 |
| **Goals: MOY** | 145 | 370 | 145 | 370 | 145 | 370 |
| Fluency: 86 wpm or more | 140 | 360 | 140 | 360 | 140 | 360 |
| Composite: 285 or more | 135 | 350 | 135 | 350 | 135 | 350 |
|  | 130 | 340 | 130 | 340 | 130 | 340 |
| **Goals: EOY** | 125 | 330 | 125 | 330 | 125 | **E 330** |
| Fluency: 100 wpm or more | 120 | 320 | 120 | 320 | 120 | 320 |
| Composite: 325 or more | 115 | 310 | 115 | 310 | 115 | 310 |
|  | 110 | 300 | 110 | 300 | 110 | 300 |
|  | 105 | 290 | 105 | 290 | 105 | 290 |
|  | 100 | 280 | 100 | **M 280** | **E 100** | 280 |
|  | 95 | 270 | 95 | 270 | 95 | 270 |
|  | 90 | 260 | 90 | 260 | 90 | 260 |
|  | 85 | 250 | **M 85** | 250 | 85 | 250 |
|  | 80 | 240 | 80 | 240 | 80 | 240 |
|  | 75 | 230 | 75 | 230 | 75 | 230 |
|  | **B 70** | **B 220** | 70 | 220 | 70 | 220 |
|  | 65 | 210 | 65 | 210 | 65 | 210 |
|  | 60 | 200 | 60 | 200 | 60 | 200 |
|  | 55 | 190 | 55 | 190 | 55 | 190 |
|  | 50 | 180 | 50 | 180 | 50 | 180 |
|  | 45 | 170 | 45 | 170 | 45 | 170 |
|  | 40 | 160 | 40 | 160 | 40 | 160 |
|  | 35 | 150 | 35 | 150 | 35 | 150 |
|  | 30 | 140 | 30 | 140 | 30 | 140 |
|  | 25 | 130 | 25 | 130 | 25 | 130 |
|  | 20 | 120 | 20 | 120 | 20 | 120 |
|  | 15 | 110 | 15 | 110 | 15 | 110 |
|  | 10 | 100 | 10 | 100 | 10 | 100 |
|  | 5 | 90 | 5 | 90 | 5 | 90 |
|  | 0 | 80 | 0 | 80 | 0 | 80 |

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| **DAZE Reading** | | | |
| 3 minute timed test. Record your score.  Score = number correct minus 1 point for every 2 errors. | | | |
| Practice Test # | Score | Practice Test # | Score |
| 1 |  | 11 |  |
| 2 |  | 12 |  |
| 3 |  | 13 |  |
| 4 |  | 14 |  |
| 5 |  | 15 |  |
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| 8 |  | 18 |  |
| 9 |  | 19 |  |
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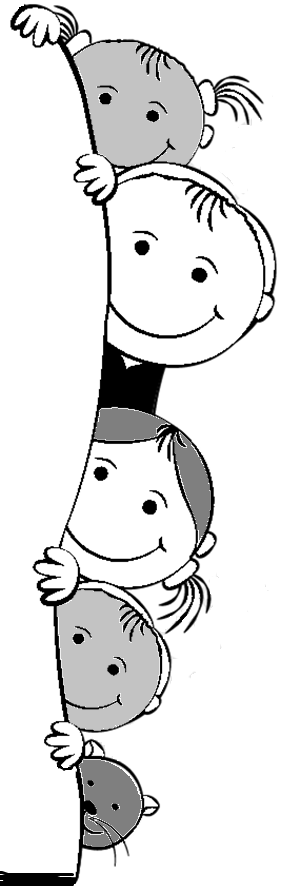
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| **DAZE** | **Score** |
| BOY Test Goal: 8 |  |
| MOY Test Goal: 11 |  |
| EOY Test Goal: 19 |  |

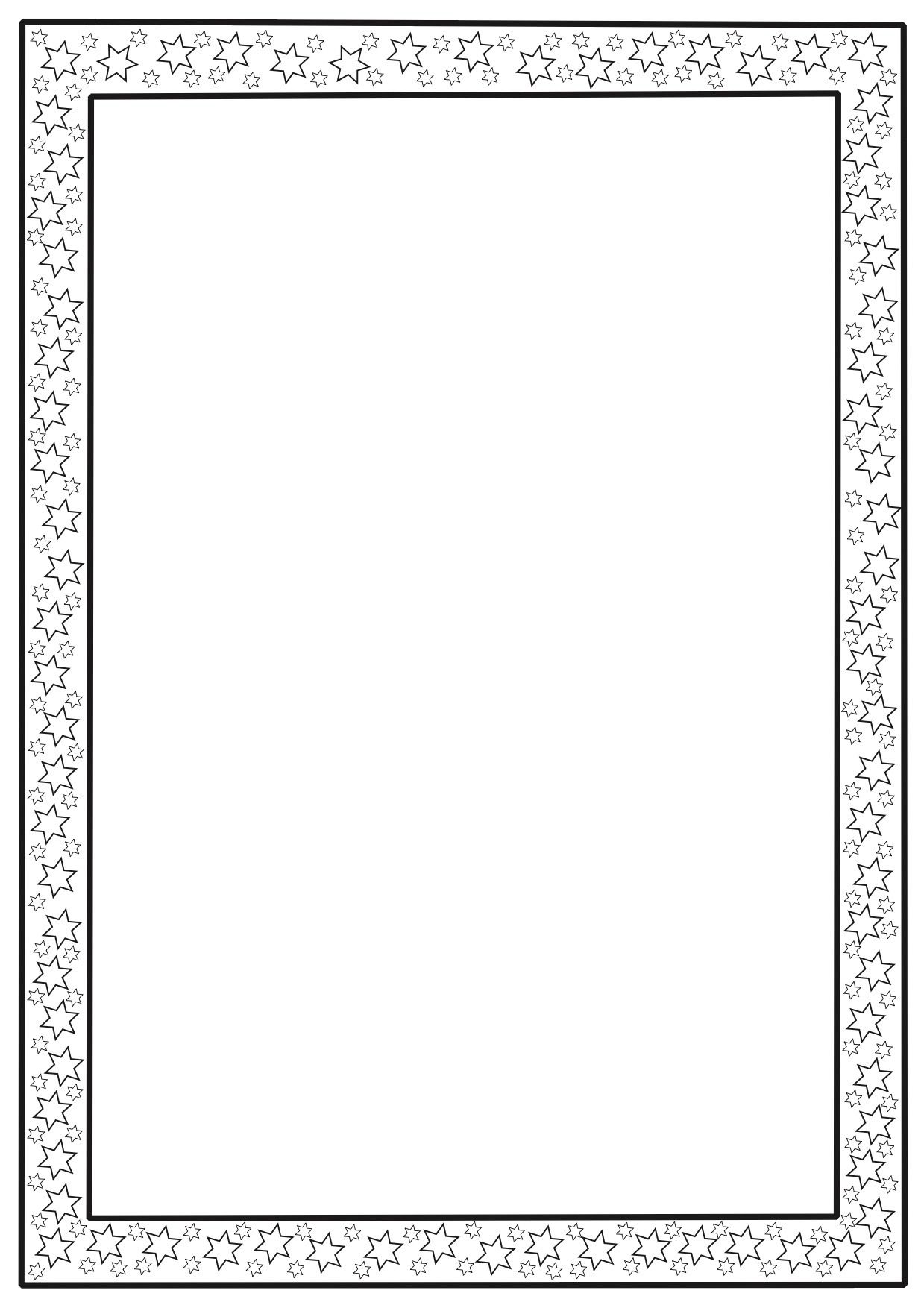
**A LOOK AT PERCENTS:**

|  |  |  |
| --- | --- | --- |
| Percent | Grade | What it means |
| 90 - 100 | A | A |
| 80 - 89 | B | m |
| 70 - 79 | C | Z |
| 60 - 69 | D | g |
| 50 – 0 | N | h |



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SCHOOL CITY **MATH** Pre & Post Tests –  Benchmarks 3rd Grade | | | | | | | | | | | |
| % |  |  | % | % |  |  | % | % |  |  | % |
| 100 |  |  | 100 | 100 |  |  | 100 | 100 |  |  | 100 |
| 96 |  |  | 96 | 96 |  |  | 96 | 96 |  |  | 96 |
| 92 |  |  | 92 | 92 |  |  | 92 | 92 |  |  | 92 |
| 88 |  |  | 88 | 88 |  |  | 88 | 88 |  |  | 88 |
| 84 |  |  | 84 | 84 |  |  | 84 | 84 |  |  | 84 |
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| 72 |  |  | 72 | 72 |  |  | 72 | 72 |  |  | 72 |
| 68 |  |  | 68 | 68 |  |  | 68 | 68 |  |  | 68 |
| 64 |  |  | 64 | 64 |  |  | 64 | 64 |  |  | 64 |
| 60 |  |  | 60 | 60 |  |  | 60 | 60 |  |  | 60 |
| 56 |  |  | 56 | 56 |  |  | 56 | 56 |  |  | 56 |
| 52 |  |  | 52 | 52 |  |  | 52 | 52 |  |  | 52 |
| 48 |  |  | 48 | 48 |  |  | 48 | 48 |  |  | 48 |
| 44 |  |  | 44 | 44 |  |  | 44 | 44 |  |  | 44 |
| 40 |  |  | 40 | 40 |  |  | 40 | 40 |  |  | 40 |
| 36 |  |  | 36 | 36 |  |  | 36 | 36 |  |  | 36 |
| 32 |  |  | 32 | 32 |  |  | 32 | 32 |  |  | 32 |
| 28 |  |  | 28 | 28 |  |  | 28 | 28 |  |  | 28 |
| 24 |  |  | 24 | 24 |  |  | 24 | 24 |  |  | 24 |
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| 16 |  |  | 16 | 16 |  |  | 16 | 16 |  |  | 16 |
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| 8 |  |  | 8 | 8 |  |  | 8 | 8 |  |  | 8 |
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|  | A Pre | A Post |  |  | B Pre | B Post |  |  | C Pre | C Post |  |



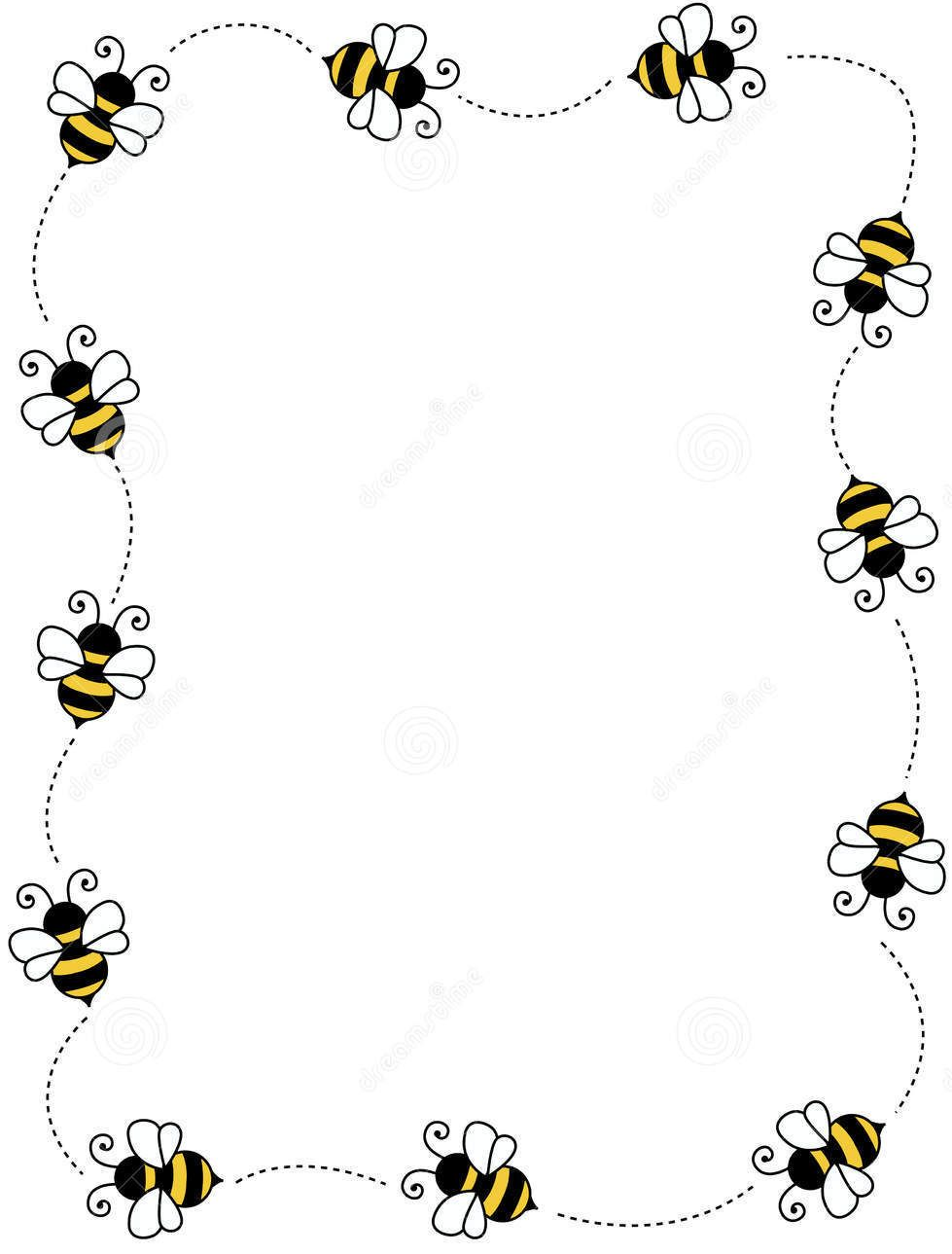


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| SCHOOL CITY **LA** Pre & Post Tests –  Benchmarks 3rd Grade | | | | | | | | | | | |
| % |  |  | % | % |  |  | % | % |  |  | % | |
| 100 |  |  | 100 | 100 |  |  | 100 | 100 |  |  | 100 | |
| 96 |  |  | 96 | 96 |  |  | 96 | 96 |  |  | 96 | |
| 92 |  |  | 92 | 92 |  |  | 92 | 92 |  |  | 92 | |
| 88 |  |  | 88 | 88 |  |  | 88 | 88 |  |  | 88 | |
| 84 |  |  | 84 | 84 |  |  | 84 | 84 |  |  | 84 | |
| 80 |  |  | 80 | 80 |  |  | 80 | 80 |  |  | 80 | |
| 76 |  |  | 76 | 76 |  |  | 76 | 76 |  |  | 76 | |
| 72 |  |  | 72 | 72 |  |  | 72 | 72 |  |  | 72 | |
| 68 |  |  | 68 | 68 |  |  | 68 | 68 |  |  | 68 | |
| 64 |  |  | 64 | 64 |  |  | 64 | 64 |  |  | 64 | |
| 60 |  |  | 60 | 60 |  |  | 60 | 60 |  |  | 60 | |
| 56 |  |  | 56 | 56 |  |  | 56 | 56 |  |  | 56 | |
| 52 |  |  | 52 | 52 |  |  | 52 | 52 |  |  | 52 | |
| 48 |  |  | 48 | 48 |  |  | 48 | 48 |  |  | 48 | |
| 44 |  |  | 44 | 44 |  |  | 44 | 44 |  |  | 44 | |
| 40 |  |  | 40 | 40 |  |  | 40 | 40 |  |  | 40 | |
| 36 |  |  | 36 | 36 |  |  | 36 | 36 |  |  | 36 | |
| 32 |  |  | 32 | 32 |  |  | 32 | 32 |  |  | 32 | |
| 28 |  |  | 28 | 28 |  |  | 28 | 28 |  |  | 28 | |
| 24 |  |  | 24 | 24 |  |  | 24 | 24 |  |  | 24 | |
| 20 |  |  | 20 | 20 |  |  | 20 | 20 |  |  | 20 | |
| 16 |  |  | 16 | 16 |  |  | 16 | 16 |  |  | 16 | |
| 12 |  |  | 12 | 12 |  |  | 12 | 12 |  |  | 12 | |
| 8 |  |  | 8 | 8 |  |  | 8 | 8 |  |  | 8 | |
| 4 |  |  | 4 | 4 |  |  | 4 | 4 |  |  | 4 | |
|  | A Pre | A Post |  |  | B Pre | B Post |  |  | C Pre | C Post |  | |



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| **GO MATH PERCENTAGES** | | | | | |
|  | Attempt 1 | Attempt 2 |  | Attempt 1 | Attempt 2 |
| Chapter 1 Vocabulary  42: L3.6 |  |  | Ch 1 Mid Ch √ pt |  |  |
| Chapter 1 Test |  |  |
| Chapter 2 Vocabulary  42: L3.6 |  |  | Ch 2 Mid Ch √ pt |  |  |
| Chapter 2 Test |  |  |
| Chapter 3 Vocabulary  42: L3.6 |  |  | Ch 3 Mid Ch √ pt |  |  |
| Chapter 3 Test |  |  |
| Chapter 4 Vocabulary  42: L3.6 |  |  | Ch 4 Mid Ch √ pt |  |  |
| Chapter 4 Test |  |  |
| Chapter 5 Vocabulary  42: L3.6 |  |  | Ch 5 Mid Ch √ pt |  |  |
| Chapter 5 Test |  |  |
| Chapter 6 Vocabulary  42: L3.6 |  |  | Ch 6 Mid Ch √ pt |  |  |
| Chapter 6 Test |  |  |
| Chapter 7 Vocabulary  42: L3.6 |  |  | Ch 7 Mid Ch √ pt |  |  |
| Chapter 7 Test |  |  |
| Chapter 8 Vocabulary  42: L3.6 |  |  | Ch 8 Mid Ch √ pt |  |  |
| Chapter 8 Test |  |  |
| Chapter 9 Vocabulary  42: L3.6 |  |  | Ch 9 Mid Ch √ pt |  |  |
| Chapter 9 Test |  |  |
| Chapter 10 Vocabulary  42: L3.6 |  |  | Ch 10 Mid Ch √ pt |  |  |
| Chapter 10 Test |  |  |
| Chapter 11 Vocabulary  42: L3.6 |  |  | Ch 11 Mid Ch √ pt |  |  |
| Chapter 11 Test |  |  |
| Chapter 12 Vocabulary  42: L3.6 |  |  | Ch 12 Mid Ch √ pt |  |  |
| Chapter 12 Test |  |  |

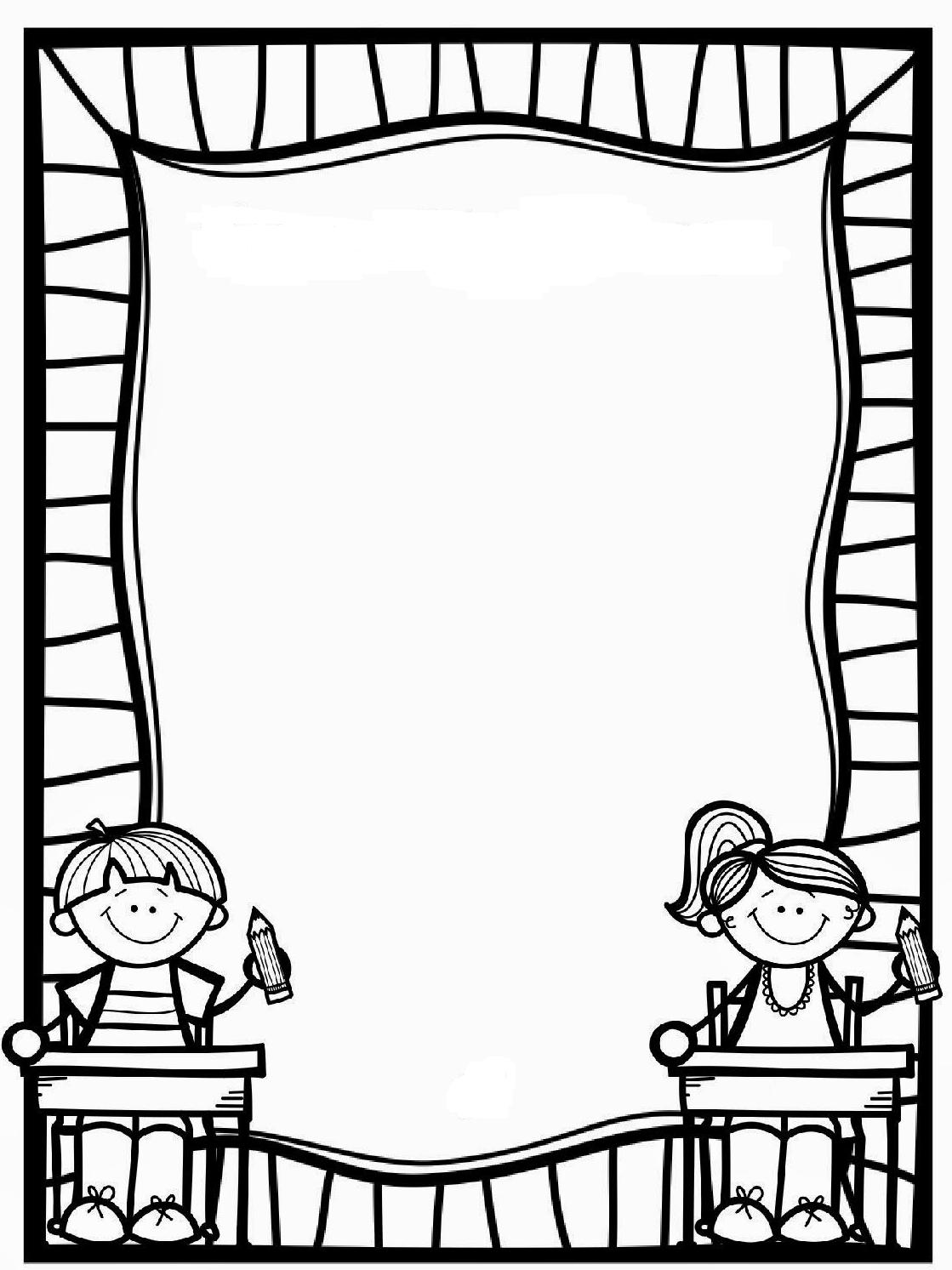
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| **Spelling Test Percentages**  **38: L3.2E** | | | |
| Review A |  | 4.2 |  |
| 1.1 |  | 4.3 |  |
| 1.2 |  | 4.4 |  |
| 1.3 |  | 4.5 |  |
| 1.4 |  | 5.1 |  |
| 1.5 |  | 5.2 |  |
| 2.1 |  | 5.3 |  |
| 2.2 |  | 5.4 |  |
| 2.3 |  | 5.5 |  |
| 2.4 |  | 6.1 |  |
| 2.5 |  | 6.2 |  |
| 3.1 |  | 6.3 |  |
| 3.2 |  | 6.4 |  |
| 3.3 |  | 6.5 |  |
| 3.4 |  | Review B |  |
| 3.5 |  | Review C |  |
| 4.1 |  | Review D |  |



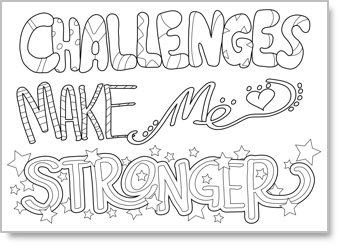
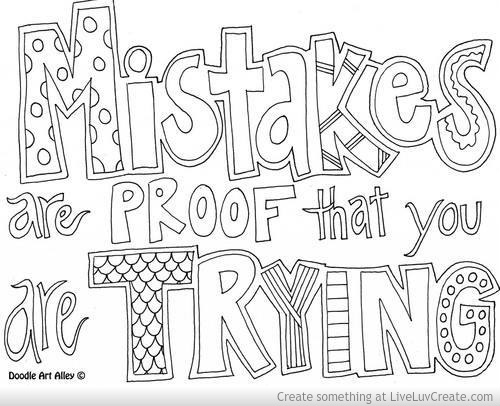
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| --- | --- | --- | --- | --- | --- |
| **WONDERS**  **32: SL3.2 LISTENING COMPREHENSION QUIZZES** | | | | | |
| **Quiz #** | **Score** | **Quiz #** | **Score** | **Quiz #** | **Score** |
| **1.1** |  | **3.1** |  | **5.1** |  |
| **1.2** |  | **3.2** |  | **5.2** |  |
| **1.3** |  | **3.3** |  | **5.3** |  |
| **1.4** |  | **3.4** |  | **5.4** |  |
| **1.5** |  | **3.5** |  | **5.5** |  |
| **2.1** |  | **4.1** |  | **6.1** |  |
| **2.2** |  | **4.2** |  | **6.2** |  |
| **2.3** |  | **4.3** |  | **6.3** |  |
| **2.4** |  | **4.4** |  | **6.4** |  |
| **2.5** |  | **4.5** |  | **6.5** |  |



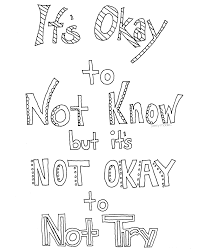
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| --- | --- | --- | --- |
| 42: L3.6 Wonders  **Vocabulary Quizzes** | | | |
| Quiz | Score | Quiz | Score |
| 1.1 |  | 4.1 |  |
| 1.2 |  | 4.2 |  |
| 1.3 |  | 4.3 |  |
| 1.4 |  | 4.4 |  |
| 1.5 |  | 4.5 |  |
| 2.1 |  | 5.1 |  |
| 2.2 |  | 5.2 |  |
| 2.3 |  | 5.3 |  |
| 2.4 |  | 5.4 |  |
| 2.5 |  | 5.5 |  |
| 3.1 |  | 6.1 |  |
| 3.2 |  | 6.2 |  |
| 3.3 |  | 6.3 |  |
| 3.4 |  | 6.4 |  |
| 3.5 |  | 6.5 |  |



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| --- | --- | --- | --- | --- |
| **MATH Core**  **Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 1  Operations and Algebraic Thinking | **3.0A.1** Multiplication as equal groups and number in each group |  |  |  |
| 2 | **3.OA.2** Division as partitive and quotative |  |  |  |
| 3 | **3.OA.3** Multiplication word problems |  |  |  |
| 4 | **3.OA.4** Find the unknown number |  |  |  |
| 5 | **3.OA.5** Properties of multiplication and division |  |  |  |
| 6 | **3.OA.6** Division as an unknown factor problem |  |  |  |
| 7 | **3.OA.7** Memorize multiplication facts |  |  |  |
| 8 | **3.OA.8** Solve two-step problems |  |  |  |
| 9 | **3.OA.8a** Solve two-step problems using Order of Operations |  |  |  |
| 10 | **3.OA.9** Identify patterns |  |  |  |
| 11  Base Ten | **3.NBT.1** Round numbers to nearest 10 or 100 |  |  |  |
| 12 | **3.NBT.2** Fluently add and subtract with 1,000 |  |  |  |
| 13 | **3.NBT.3** Multiples of 10 |  |  |  |
| 14  Numbers and Operations - Fractions | **3.NF.1** Unit fractions |  |  |  |
| 15 | **3.NF.1a**: 1/b is one part when a whole is divided into b parts |  |  |  |
| 16 | **3.NF.1b**: a/b as a parts of 1/b size |  |  |  |
| 17 | **3.NF.2** Fractions on a number line |  |  |  |
| 18 | **3.NF.2a:** Find 1/b on a number line |  |  |  |
| 19 | **3.NF.2b**: Find a/b on a number line |  |  |  |
| 20 | **3.NF.3** Explain equivalent fractions |  |  |  |
| **MATH Core**  **Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 21  Fractions | **3.NF.3a**: Equivalent fractions have same size or are at the same point on a number line. |  |  |  |
| 22 | **3.NF.3b**: Make simple equivalent fractions |  |  |  |
| 23 | **3.NF.3c**: Write whole numbers as fractions |  |  |  |
| 24 | **3.NF.3d**: Compare fractions with same numerator or same denominator |  |  |  |
| 25  Measurement and Data | **3.MD.1** Time to the minute and measure time intervals |  |  |  |
| 26 | **3.MD.2** Solve one-step word problems with liquid volume and mass |  |  |  |
| 27 | **3.MD.3** Draw picture graph and bar graph. |  |  |  |
| 28 | **3.MD.4** Measure using rulers and make line plots |  |  |  |
| 29 | **3.MD.5** Area as attribute of flat figures |  |  |  |
| 30 | **3.MD.5a**: Unit squares to measure area |  |  |  |
| 31 | **3.MD.5b**: n unit squares = n square units |  |  |  |
| 32 | **3.MD.6** Area by counting unit squares |  |  |  |
| 33 | **3.MD.7** Relate area to multiplication and addition |  |  |  |
| 34 | **3.MD.7a**: Find area by multiplying length and width |  |  |  |
| 35 | **3.MD.7b**: Solve real-world area problems |  |  |  |
| 36 | **3.MD.7c:** Use distributive property to figure out the area |  |  |  |
| 37 | **3.MD.7d**: Area as additive |  |  |  |
| 38 | **3.MD.8** Real world problems with perimeter |  |  |  |
| 39  Geometry | **3.G.1** Categorizing shapes, incl. quadrilaterals |  |  |  |
| 40 | **3.G.2** Break shapes into parts with equal areas |  |  |  |
| **LA Core Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 1  READING: FOUNDATIONAL SKILLS  SKILLS | **RF3.3** Know and apply **grade level phonics** and word analysis skills in decoding words | X | X | X |
|  | **RF3.3A** Prefixes and Suffixes |  |  |  |
|  | **RF3.3B** Latin Suffixes |  |  |  |
|  | **RF3.3C** Know and apply grade level phonics and word analysis skills in decoding words. Decode multi-syllabic words. |  |  |  |
|  | **RF3.3D** Read irregularly spelled words |  |  |  |
| 2 | **RF3.4** Read with sufficient **accuracy and fluency** to support comprehension | X | X | X |
|  | **RF.3.4.A** Read grade level text with purpose and understanding |  |  |  |
|  | **RF.3.4.B** Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings |  |  |  |
|  | **RF.3.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |
| 3  READING: LITERATURE | RL3.1 Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text** as the basis for the answers |  |  |  |
| 4 | RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; **determine the central message**, lesson, or moral and explain how it is conveyed through key details in the text |  |  |  |
| 5 | RL3.3 Describe **characters in a story** (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |  |  |  |
| 6 | RL3.4 Determine the **meaning of words and phrases** as they are used in a text, distinguishing literal from non-literal language |  |  |  |
| 7 | RL3.5 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 successive part builds on earlier sections |  |  |  |
| 8 | RL3.6 Distinguish **their own point of view** from that of the narrator or those of the characters |  |  |  |
| 9 | RL3.7 Explain how specific aspects of a **text’s illustrations** contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) |  |  |  |
| 10 | RL3.9 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) |  |  |  |
| 11 | RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band **independently and proficiently** |  |  |  |
| **LA Core Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| READING: INFORMATIONAL TEXTS  12 | RI3.1 Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text** as the basis for the answers |  |  |  |
| 13 | RI3.2 Determine the **main idea of a text**; recount the key details and explain how they support the main idea |  |  |  |
| 14 | RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, **using language that pertains to time, sequence, and cause/effect** |  |  |  |
| 15 | RI3.4 Determine the meaning of **general academic and domain specific words and phrases** in a text relevant to a grade 3 topic or subject area |  |  |  |
| 16 | RI3.5 Use **text features and search tools** (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |  |  |  |
| 17 | RI3.6 Distinguish **their own point of view** from that of the author or text |  |  |  |
| 18 | RI3.7 Use information gained from **illustrations** (e.g., maps, photographs) and the **words in a text** to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) |  |  |  |
| 19 | RI3.8 Describe the **logical connection** between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) |  |  |  |
| 20 | RI3.9 Compare and contrast the most important points and key details presented in **two texts on the same topic** |  |  |  |
| 21 | RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently |  |  |  |
| 22  WRITING STANDARDS | **W3.1** Write **opinion pieces** on topics or texts, supporting a point of view with reasons. | X | X | X |
|  | **W3.1A** Create an organizational structure for opinion piece |  |  |  |
|  | **W3.1B** Provide reasons that support opinion |  |  |  |
|  | **W3.1C** Use linking words and phrases to connect opinions and reasons |  |  |  |
|  | **W3.1D** Provide a concluding statement |  |  |  |
| 23 | **W3.2** Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly. | X | X | X |
|  | **W3.2A** Group related information together; provide illustrations |  |  |  |
|  | **W3.2B** Develop topic with facts, definitions, and details |  |  |  |
|  | **W3.2C** Use linking words and phrases to connect |  |  |  |
|  | **W3.2D** Provide a concluding statement |  |  |  |
| **LA Core Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 24  WRITING STANDARDS | **W3.3** Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | X | X | X |
|  | **W3.3A** Establish a situation & introduce characters and/or narrator |  |  |  |
|  | **W3.3B** Use dialogue & descriptions to develop story |  |  |  |
|  | **W3.3C** Use temporal words and phrases |  |  |  |
|  | **W3.3D** Provide a sense of closure |  |  |  |
| 25 | W3.4 With guidance and support from adults, produce writing in which the **development and organization** are appropriate to task and purpose. |  |  |  |
| 26 | W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**. |  |  |  |
| 27 | W3.6 With guidance and support from adults, **use technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |  |  |  |
| 28 | W3.7 Conduct **short research projects** that build knowledge about a topic. |  |  |  |
| 29 | W3.8 Recall information from experiences or gather information from print and digital sources; **take brief notes on sources** and sort evidence into provided categories. |  |  |  |
| 30 | W3.10 **Write routinely over extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |
| 31  SPEAKING AND LISTENING | **SL3.1** Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly | X | X | X |
|  | **SL3.1A** Come to discussions prepared to explore ideas |  |  |  |
|  | **SL3.1B** Follow agreed-upon rules for discussion |  |  |  |
|  | **SL3.1C** Ask questions |  |  |  |
|  | **SL3.1D** Explain their own ideas & understanding |  |  |  |
| **LA Core Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 33  SPEAKING AND LISTENING | SL3.3 **Ask and answer questions** about information from a **speaker**, offering appropriate elaboration and detail |  |  |  |
| 34 | SL3.4 Report on a topic or text, tell a story, or recount an experience with **appropriate facts and relevant, descriptive details,** speaking clearly at an understandable pace |  |  |  |
| 35 | SL3.5 Create engaging **audio recordings** of stories or poems that demonstrate fluid reading at an understandable pace; add **visual displays** when appropriate to emphasize or enhance certain facts or details |  |  |  |
| 36 | SL3.6 **Speak in complete sentences** when appropriate to task and situation in order to provide requested detail or clarification |  |  |  |
| 37  ENGLISH/LANGUAGE ARTS STANDARDS | **L3.1** Demonstrate command of the **conventions** of standard English grammar and usage when writing or speaking | X | X | X |
|  | **L3.1A** Explain nouns, pronouns, verbs, adjectives, and adverbs |  |  |  |
|  | **L3.1B** Use regular and irregular plural nouns |  |  |  |
|  | **L3.1C** Use abstract nouns |  |  |  |
|  | **L3.1D** Use regular and irregular verbs |  |  |  |
|  | **L3.1E** Use simple verb tenses |  |  |  |
|  | **L3.1F** Ensure subject-verb and pronoun-antecedent agreement |  |  |  |
|  | **L3.1G** Use comparative & superlative adjectives & adverbs |  |  |  |
|  | **L3.1H** Use coordinating & subordinating conjunctions |  |  |  |
|  | **L3.1I** Produce simple, compound, & complex sentences |  |  |  |
|  | **L.3.1J** Independently and legibly write all upper and lower case cursive letters |  |  |  |
|  | **L.31.K** Produce grade appropriate text using legible cursive writing |  |  |  |
| 38 | **L3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | X | X | X |
|  | **L3.2A** Capitalize words in titles |  |  |  |
|  | **L3.2B** Use commas in addresses |  |  |  |
|  | **L3.2C** Use commas and quotation marks in dialogue |  |  |  |
|  | **L3.2D** Use possessives |  |  |  |
|  | **L3.2F** Use spelling patterns and generalizations |  |  |  |
| **LA Core Standard**  **Number** | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 39  ENGLISH/LANGUAGE ARTS STANDARDS | **L3.3** Use **knowledge of language** and its conventions when writing, speaking, reading, or listening | X | X | X |
|  | **L3.3A** Choose words and phrases for effect |  |  |  |
|  | **L3.3B** Recognize difference between spoken & written English |  |  |  |
| 40 | **L3.4** Determine or clarify the **meaning of unknown and multiple-meaning words** and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies | X | X | X |
|  | **L3.4A** Use sentence as clue to word meaning |  |  |  |
|  | **L3.4B** Determine meaning of new word with affix is added |  |  |  |
|  | **L3.4C** Use root word as a clue to meaning of new word |  |  |  |
|  | **L3.4 D** Use glossaries or dictionaries to find word meanings |  |  |  |
| 41 | **L3.5** Demonstrate understanding of **figurative language,** word relationships and nuances in word meanings | X | X | X |
|  | **L3.5A** Distinguish literal and non-literal meanings |  |  |  |
|  | **L3.5B** Identify real life connections between words and their use |  |  |  |
|  | **L3.5C** Distinguish shades of meanings between related words |  |  |  |
| 42 | L3.6 Acquire and use accurately grade appropriate conversational, general academic, and domain **specific words and phrases**, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them) |  |  |  |

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**THIRD GRADE I CAN MATH STATEMENTS**

**OPERATIONS AND ALGEBRAIC THINKING**

**Represent and solve problems involving multiplication and division**

3.OA.1 I can interpret products of whole numbers.

3.OA.2 I can interpret quotients of whole numbers.

3.OA.3 I can use multiplication and division within 100 to solve word problems using models, arrays, equal groups, and measurement quantities.

3.OA.4 I can solve for the unknown within a multiplication and division equation.

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

3.OA.5a I can apply the commutative property of multiplication. (6X4=24, 4X6=24)

3.OA.5b I can apply the associative property of multiplication. (3X5X2, 3X5=15, 15X2=30)

3.OA.5c I can apply the distributive property of multiplication. (Knowing that 8X5=40 and 8X2=16, one can find 8X7 as 8X(5+2)=(8X5)+(8X2)=40+16=56.

3.OA.6 I can understand division as an unknown-factor problem. (32/8=?, ?X8=32)

**Multiply and divide within 100**

3.OA.7 I can use strategies to fluently multiply and divide within 100. (Fact families, properties of operation, and memorization of all products of two one digit numbers.)

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

3.OA.8 I can solve two-step word problems using addition, subtraction, multiplication, and division.

3.OA.8a I can solve two step word problems by representing unknown quantities with a letter. (5+n=7, 5Xn=35, 5-n=1, 35/n=7)

3.OA.8b I can assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.9 I can identify arithmetic patterns and explain patterns using properties of operations. (addition and multiplication tables)

**NUMBER AND OPERATIONS IN BASE TEN**

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

3.NBT.1 I can use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2 I can use strategies and algorithms to fluently add and subtract numbers within 1000.

3.NBT.3 I can use strategies to multiply one digit numbers by multiples of 10 in the range 10-90. (9X80)

**NUMBERS AND OPERATIONS-FRACTIONS**

**Develop understanding of fractions as numbers.**

3.NF 1 I can understand a fraction as the quantity formed by one part of a whole that is partitioned into equal parts.

3.NF.2 I can understand a fraction as a number on the number line.

I can recognize the fractional interval on a number line from 0 to 1.

I can mark the fractional interval on a number line from 0 to 1.

3.NF.3a I can explain equivalence of fractions in special cases.

3.NF.3b I can compare fractions by reasoning about their size.

I can understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

I can recognize and generate simple equivalent fractions by using a visual fraction model. (1/2=2/4)

I can express whole numbers as fractions.

I can recognize fractions that are equivalent to whole numbers. (4/4=1)

I can compare two fractions with the same numerator by reasoning about their size.

I can compare two fractions with the same denominators by reasoning about their size.

I can recognize that comparisons are valid only when the two fractions refer to the same whole.

I can use a visual fraction model to record the results of comparisons with >, <, = and justify the conclusions.

**MEASUREMENT AND DATA**

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

3.MD.1a I can tell and write time to nearest minute and measure time intervals in minutes.

3.MD.1b I can solve word problems involving addition and subtraction of time intervals in minutes.

3.MD.1c I can represent word problems on a number line diagram.

3.MD.2 I can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).I can add, subtract, multiply, and divide to solve one-step word problems involving masses or volumes that are given in the same units by using drawings to represent the problem.

**Represent and interpret data.**

3.MD.3a I can draw a scaled picture graph and bar graph to represent a data set with several categories.

3.MD.3b I can solve one and two “how many more” and “how many less” problems using information presented in scaled bar graphs.

3.MD.4 I can generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. I canshow 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 to addition.**

3.MD. 5 I can recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.5a I can show that I understand that a square with side lengths one unit, called “a unit squared” is said to have “one square unit” of area, and can be used to measure area.

3.MD.5b I can show that I understand that a plane figure which can be covered without gaps or overlaps by *n* unit squares is side to have an area of *n* square units.

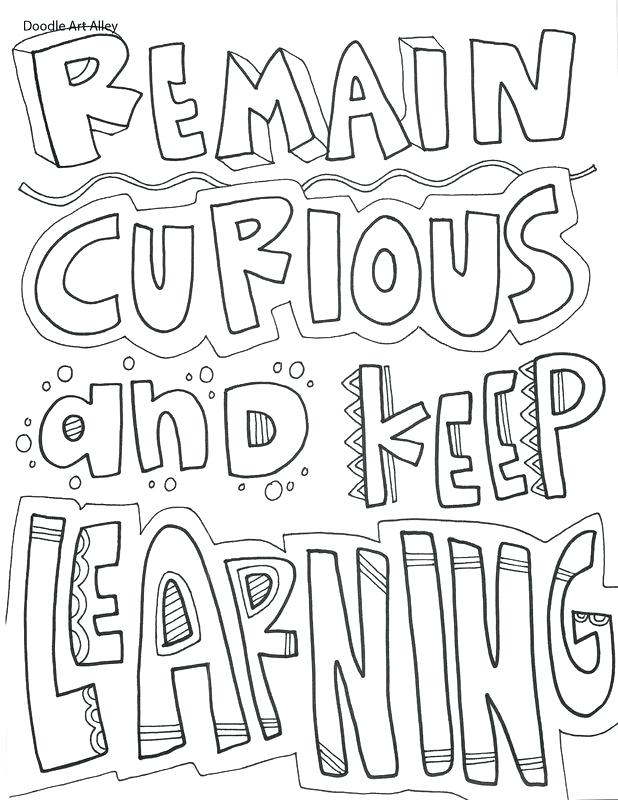
3.MD.6 I can measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units.)

3.MD.7 I can relate area to the operations of multiplication and addition.

3.MD.7a I can 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.

3.MD.7b I can multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems.

3.MD.7c I can represent whole number products as rectangular areas in mathematical reasoning.

3.MD.7d I can use tiling to show in a concrete case that the area of a rectangle with whole numbers side lengths a and b + c is the sum of a X b and a X c.

3.MD.7e I can use area models to represent the distributive properties in mathematical reasoning.

3.MD.7f I can recognize area as additive.

3.MD.7g I can decompose an area of a rectangular figure into non-overlapping rectangles.

3.MD.7h I can then add the areas of the non-overlapping parts to the decomposed rectangular figure.

3.MD.7i I can apply these techniques to solve real world problems.

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

3.MD.8a I can solve real world and mathematical problems involving perimeters of polygons, including the perimeter given the side lengths.

3.MD.8b I can find an unknown side length.

3.MD.8c I can solve real world and mathematical problems exhibiting rectangles with the same perimeter and different areas or vice versa.

**GEOMETRY**

**Reason with shapes and their attributes.**

3.G.1a I can understand that shapes in different categories may share attributes.

3.G.1b I can understand that shared attributes can define a larger category. (e.g. quadrilaterals)

3.G.1c I can recognize and draw examples of quadrilaterals. (rhombuses, rectangles, and squares)

3G.1d I can recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.2a I can partition shapes into parts with equal areas.

3.G.2b I can express the area of each part as a unit fraction of the whole.

**THIRD GRADE I CAN ELA STATEMENTS**

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**Reading – Foundational Skills**

**I can read words by using what I know about letters and sounds**

I can show what I have learned about letters and sounds by figuring out words

I can find and tell the meanings of most common prefixes

I can find and tell the meanings of most common suffixes

I can read words with common Latin suffixes

I can read words with more than one syllable

I can read third grade words that aren’t spelled the way they sound

**I can read and understand books at my level well**

I can fluently read and understand books at my level well

I can read and understand third grade books

I can read third grade books and poems aloud fluently, like a teacher does

I can use what I understand from my reading to help me figure out or correct words I am having trouble with

**Reading – Literature**

**I can read, understand, and talk about fiction stories**

I can ask questions to show I understand the stories that I am reading

I can answer questions to show that I understand the stories I am reading

I can find the answers to specific questions within the stories that I read

I can remember and retell different kinds of stories from many cultures

I can figure out the lessons or morals of the stories that I read and explain that message using details from the story

I can describe characters in stories and explain how their actions affect the story

I can figure out the meanings of words or groups of words in stories by thinking about how they are used

I can tell the difference between literal and non-literal language when I read

I can write and talk about fiction by using the words for the different parts (ex: chapter, scene, stanza)

I can describe how new parts of fiction stories build on the parts that already happened

I can tell the difference between what I think and what the author or characters think in a story

I can explain how the author uses illustrations to help the meaning in a story

I can compare and contrast stories written by the same author about the same or similar characters

I can read and understand third grade stories, plays, and poems independently

**Reading – Non-fiction and Informational Text**

**I can read, understand, and talk about non-fiction texts**

I can ask questions to show that I understand the information I am reading

I can answer questions to show I understand the information I am reading

I can find the answers to specific questions within informational text that I read

I can figure out the main idea of informational text that I read

I can talk about the most important details in the information I read and how these details support the main idea

I can describe how some historical events are related to each other

I can describe how the steps in a set of directions are related to each other

I can figure out the meanings of words and phrases in science and social studies texts

I can use the parts of a text that stand out (chapter & section titles, bold words, etc.) to find information quickly

I can use search tools on the computer to find information quickly

I can tell the difference between my opinions and what an author writes in informational texts

I can show what I have learned from informational texts and illustrations by answering questions about where, when, why, and how

I can describe how the sentences and paragraphs in informational text are connected and follow a logical order

I can compare and contrast the most important ideas and details in two pieces of information about the same topic

I can read and understand 3rd grade informational texts independently

**Writing**

**I can create different types of writing for different reasons**

I can write to share my opinion and give reasons to support that opinion

I can write my opinion piece in an organized way with an introduction followed by reasons to support my opinion

I can give logical reasons that support my opinion in my writing

I can use linking words to connect my opinion with my reasons (ex: because, therefore, since, for example, etc.)

I can write a conclusion (ending) to my opinion piece

I can write clearly to inform and explain ideas to others

I can write an informative text that introduces my topic and then group related information together

I can include illustrations to help others understand my topic better

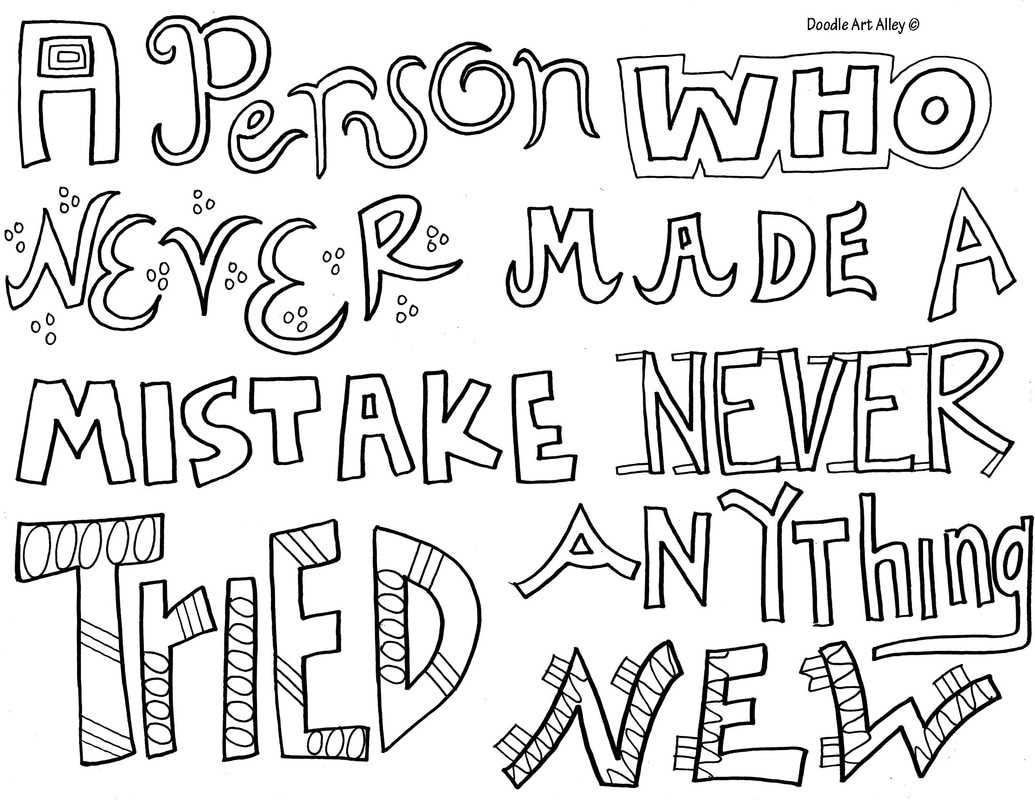
I can write about a topic using facts, definitions, and details

I can use linking words to connect the ideas in my writing (ex: also, another, and, more, but, etc.)

I can write conclusions (endings) to my informative pieces of writing

I can write organized stories that have lots of details

I can write stories from different points of view that have characters and a plot

 I can use dialogue between the characters in my stories

I can describe the actions and feelings of characters in my stories to help others understand the plots of the stories

I can use time order (temporal words) to help others understand the order in my stories (first, next, then, finally, etc.)

I can write logical conclusions (endings) to my stories

I can stay focused and organized in all different types of writing

I can write for different purposes, audiences, and topics

**I can make my writing better and get it ready for others to read**

I can plan, revise, and edit my writing with the help of friends and adults

I can use technology to create and publish my writing

I can use technology to communicate and work with others

**I can use research to learn more about a topic and present it to others**

I can do short research projects to help me learn more about a topic

I can remember what I have learned to help me with my research

I can find new information from books or technology to help me with my research

I can take notes to help me organize the research in my writing

I can write for short times or over a longer period of time depending on my purpose, audience, and topic

**Speaking and Listening**

**I can have and understand conversations with all kinds of people**

I can be successful when I participate in discussions

I can come to discussions prepared to share my ideas because I have read or studied what I needed to

I can listen, wait until it’s my turn to speak, and be respectful of others when I am having discussions

I can ask questions to help me understand and stay on topic when I have discussions

I can ask questions during discussions to help me to connect my ideas with other people’s ideas

I can explain my own thinking and ideas after a discussion

I can figure out the main ideas and details of what I see and hear

I can ask and answer questions about what a speaker says so that I understand and can talk more about the topic

**I can share my ideas and what I have learned**

I can give a report to help others understand a topic better

I can share a story or experience with important details to help others understand a topic better

I can speak clearly and at an appropriate speed when I am speaking in front of others

I can create engaging recordings of stories or poems to show my fluency in reading

I can create visual presentations to help me share facts and details better

I can speak in complete sentences to make what I am sharing more clear to others

**Language – Proper English**

**I can use proper English when I write and speak**

I can show that I know how to use words correctly when I write and speak

I can explain how parts of speech (nouns, pronouns, verbs, adjectives, and adverbs) work in different sentences

I can correctly say, write, and use all kinds of plural nouns

I can understand and use abstract nouns (those that I can’t see or touch – ex: childhood, honesty, courage, faith)

I can correctly say, write, and use all kinds of verbs (action words)

 I can correctly say, write, and use different verb tenses (ex: I walked; I walk; I will walk)

I can make sure that all my nouns and verbs go together correctly in the sentences I say and write

I can make sure that all my pronouns and the nouns they refer to go together correctly in the sentences I say and write

I can correctly use comparative and superlative adjectives and adverbs correctly when I talk and write

I can use conjunctions in the correct way when I talk and write (ex: for, and, nor, but, or, yet, so, if, etc.)

I can say and write simple, compound, and complex sentences

I can show that I know how to write sentences correctly

I can use capital letters correctly when I write titles

I can use commas correctly in addresses

I can use commas and quotation marks correctly when I write dialogue between two people or characters

I can use apostrophes correctly to show possession

I can spell commonly used words correctly and add suffixes to them if needed

I can use patterns I know and rules I have learned to help me spell new words

I can use a dictionary or other resources to check and correct my spelling

**I can use what I know about language in different situations**

I can write, speak, read, and listen by using what I know about the English language

I can choose interesting words and phrases to help others understand my meaning better

I can recognize differences between my speaking language and my written language

**I can figure out what words mean and use them in different situations**

I can figure out what words mean by thinking about what I have read and by using the strategies I have learned

I can use clues from what I understand in a sentence to help me figure out new words

I can use prefixes and suffixes that I know to help me understand the meanings of new words

I can use root words I know to help me understand the meanings of new words

I can use print and online dictionaries to help me find the meanings of new words

I can show that I understand figurative language (ex: busy as a bee; slow as a snail; you are what you eat)

I can figure out how words are related and how their meanings might be similar

I can tell the differences between literal and non-literal language when I read

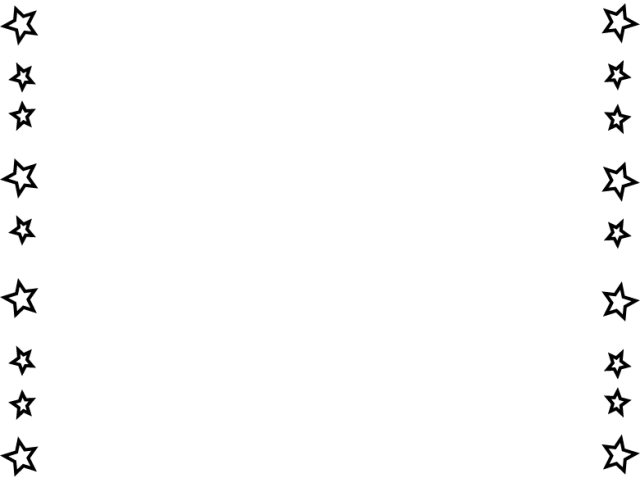
I can find real-life connections between words and the way they are used (ex: people who are friendly or helpful)

I can figure out the small differences in meaning with related words to tell about how people feel or how they are acting (ex: knew, believed, suspected, heard, wondered)

I can use the new words and phrases I have learned in different ways to show I know what they mean

QUARTERLY REFLECTIONS

QUARTER 1

Celebrations

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Personal Goals

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUARTER 2

Celebrations

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Personal Goals

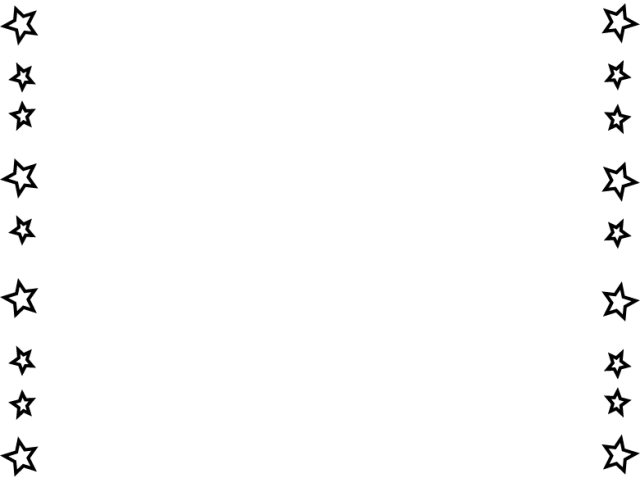
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUARTERLY REFLECTIONS

QUARTER 3

Celebrations

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Personal Goals

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUARTER 4

Celebrations

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Personal Goals

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

