

**Fullerton School District  
Report Card Parent Guide  
Third Grade**

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

<b>READING: LITERATURE</b>	<b>READING: INFORMATIONAL TEXT</b>
<b>“I Can”...</b>	<b>“I Can”...</b>
<p><b><u>Key Ideas &amp; Details:</u></b></p> <ul style="list-style-type: none"> <li>ask and answer questions to show that I understand the stories that I am reading. I can find the answers to specific questions within the stories that I read.</li> <li>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.</li> <li>describe characters in stories and explain how their actions affect the story.</li> </ul>	<p><b><u>Key Ideas &amp; Details:</u></b></p> <ul style="list-style-type: none"> <li>ask and answer questions to show that I understand the information that I am reading. I can find the answers to specific questions within informational text that I read.</li> <li>figure out the main idea of information I read. I can talk about the most important details in the information I read and how they support the main idea.</li> <li>describe how some historical events, scientific ideas, and how the steps in a set of directions are related.</li> </ul>
<p><b><u>Craft &amp; Structure:</u></b></p> <ul style="list-style-type: none"> <li>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 nonliteral language when I read.</li> <li>write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza). I can describe how new parts of fiction build on the parts that have already happened.</li> <li>tell the difference between what I think and what the author or characters might think in a story.</li> </ul>	<p><b><u>Craft &amp; Structure:</u></b></p> <ul style="list-style-type: none"> <li>figure out the meanings of words and phrases in science and social studies texts.</li> <li>use the parts of a text that stand out to find information quickly. I can use search tools on the computer to find information quickly.</li> <li>tell the difference between what I think and what an author writes in informational texts.</li> </ul>
<p><b><u>Integration of Knowledge &amp; Ideas:</u></b></p> <ul style="list-style-type: none"> <li>explain how the author uses illustrations to help the meaning in a story.</li> <li>compare and contrast stories written by the same author about the same or similar characters.</li> </ul>	<p><b><u>Integration of Knowledge &amp; Ideas:</u></b></p> <ul style="list-style-type: none"> <li>show what I have learned from informational text and illustrations by answering questions about where, when, why and how.</li> <li>describe how the sentences and paragraphs in informational text are connected and follow a logical order.</li> <li>compare and contrast the most important ideas and details in two pieces of information about the same topic.</li> </ul>

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**READING: FOUNDATIONAL SKILLS**

**“I Can”...**

**Phonics & Word Recognition:**

- show what I have learned about letters and sounds by figuring out words by itself and in text.
  - find and tell the meanings of most common prefixes and suffixes.
  - read words with common Latin suffixes.
  - read words with more than one syllable.
  - read third grade words that aren't spelled the way they sound.

**Fluency:**

- fluently read and understand books at my level well.
  - read and understand third grade books.
  - read third grade books and poems aloud like a teacher would read them.
  - use what I understand from my reading to help me figure out or correct words I am having trouble with.

**WRITING**

**“I Can”...**

**Text Types & Purposes:**

- write to share my opinion and give reasons to support that opinion.
  - write my opinion piece in an organized way that introduces my opinion and lists my reasons.
  - give reasons to support my opinion in my writing.
  - use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons.
  - write a conclusion (ending) to my opinion piece.
- write to inform and explain ideas to others clearly.
  - write an informative text that introduces my topic and then groups related information together.
  - include illustrations in my writing to help others understand my topic better.
  - write about a topic using facts, definitions and details.
  - use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.
  - write conclusions (endings) to my informative pieces of writing.
- write organized stories that have lots of details.
  - write stories from different points of view that have characters and a plot.
  - use dialog between my characters and describe their actions & feelings to help others understand the plots of my stories.
  - use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.
  - write conclusions (endings) to my stories.

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**WRITING (cont')**

**"I Can" ...**

**Production & Distribution of Writing:**

- plan, revise and edit my writing with the help of peers and adults.
- use technology to create and publish my writing. I can use technology to communicate and work with others.

**Research to Build & Present Knowledge:**

- do short research projects to help me learn more about a topic.
- remember what I have learned or 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.

**SPEAKING & LISTENING**

**"I Can" ...**

**Comprehension & Collaboration:**

- successfully participate in discussions.
  - come to discussions prepared to share my ideas because I have read or studied what I needed to.
  - listen, wait to speak until it's my turn and be respectful of others when I am having discussions.
  - ask questions to help me understand discussions, stay on topic and to help me to connect my ideas with other people's ideas.
  - explain my own thinking and ideas after a discussion.
- figure out the main ideas and details of what I see and hear.
- ask and answer questions about what a speaker says so that I can talk more about the topic.

**Presentation of Knowledge & Ideas:**

- give a report or share a story or experience with important details to help others understand. I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
- 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.
- speak in complete sentences to make what I am sharing more clear to others.

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**LANGUAGE**

**“I Can”...**

**Conventions of Standard English:**

- show that I know how to use words correctly when I write and speak.
  - explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.
  - correctly say, write and use all kinds of plural nouns.
  - use abstract nouns (e.g., childhood).
  - correctly say, write and use regular and irregular verbs (action words).
  - correctly say, write and use different verb tenses (e.g. I walked; I walk; I will walk).
  - make sure that all of my subjects and verbs go together correctly in the sentences I say and write. I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.
  - correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.
  - use conjunctions in the correct way in my speech and writing.
  - say and write simple, compound and complex sentences.
- show that I know how to write sentences correctly.
  - use capital letters correctly when I write titles.
  - use commas correctly in addresses.
  - use commas and quotation marks correctly when I write dialogue between two people or characters.
  - use apostrophes appropriately to show possession.
  - spell commonly used words correctly and add suffixes to them.
  - use spelling patterns and rules to help me spell new words.
  - use a dictionary or other resources to check and correct my spelling.

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**LANGUAGE (cont')**

**"I Can"...**

**Knowledge of Language:**

- write, speak, read and listen by using what I know about the English language.
  - choose interesting words and phrases to help others understand my meaning better.
  - recognize differences between my speaking language and my written language.

**Vocabulary Acquisition & Use:**

- figure out what words mean by using the strategies I know and by thinking about what I have read.
  - use context clues to help me understand new words.
  - use prefixes and suffixes that I know to help me understand new words.
  - use root words I know to help me understand the meanings of new words.
  - use print and computer dictionaries to help me find the meanings of new words.
- show that I understand figurative language (e.g. 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.
  - tell the difference between literal and nonliteral language when I read.
  - find real-life connections between words and the way they are used (e.g. people who are friendly or helpful).
  - figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered).
- use the new words and phrases I have learned in different ways to show that I know what they mean.

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**MATHEMATICS**

**“I Can”...**

**Operations & Algebraic Thinking:**

- understand multiplication by thinking about groups of objects.
- understand division by thinking about how one group can be divided into smaller groups.
- use what I know about multiplication and division to solve word problems.
- find the missing number in a multiplication or division equation.
- use the Commutative property of multiplication (I know that if  $6 \times 4 = 24$ , then  $4 \times 6 = 24$ ). I can use the Associative property of multiplication (To figure out  $3 \times 5 \times 2$ , I can multiply  $3 \times 5 = 15$ , then  $15 \times 2 = 30$  OR multiply  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ ). I can use the Distributive property of multiplication (To figure out  $8 \times 7$ , I can think of  $8 \times (5 + 2)$  which means  $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$ ).
- find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out  $32 \div 8$  because I know that  $8 \times 4 = 32$ .)
- multiply and divide within 100 easily and quickly because I know how multiplication and division are related.
- solve two-step word problems that involve addition, subtraction, multiplication and division. I can solve two-step word problems by writing an equation with a letter in place of the number I don't know. I can use mental math to figure out if the answers to two-step word problems are reasonable.
- find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

**Number & Operations in Base Ten:**

- use place value to help me round numbers to the nearest 10 or 100.
- quickly and easily add and subtract numbers within 1000.
- multiply any one digit whole number by a multiple of 10 ( $6 \times 90$ ,  $4 \times 30$ ).

**Numbers & Operations - Fractions:**

- show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.
- understand a fraction as a number on the number line by showing fractions on a number line diagram.
  - label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole.
  - show a fraction on a number line by marking off equal parts between two whole numbers.

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**MATHEMATICS**

**“I Can”...**

**Numbers & Operations - Fractions (cont’):**

- understand how some different fractions can actually be equal. I can compare fractions by reasoning about their size.
  - understand two fractions as equivalent (equal) if they are the same size or at the same point on a number line.
  - recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.
  - show whole numbers as fractions ( $3 = 3/1$ ). I can recognize fractions that are equal to one whole. ( $1 = 4/4$ )
  - compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size. I can understand that comparing two fractions is only reasonable if they refer to the same whole. I can compare fractions with the symbols  $>$ ,  $=$ ,  $<$  and prove my comparison by using models.

**Measurement & Data:**

- tell and write time to the nearest minute. I can measure time in minutes. I can solve telling time word problems by adding and subtracting minutes.
- measure liquids and solids with grams (g), kilograms (kg) and liters (l). I can use addition, subtraction, multiplication and division to solve word problems about mass or volume.
- make a picture or bar graph to show data and solve problems using the information from the graphs.
- create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.
- understand that one way to measure plane shapes is by the area they have.
  - understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes.
  - cover a plane shape with square units to measure its area.
- measure areas by counting unit squares (square cm, square m, square in, square ft.).
- understand area by thinking about multiplication and addition.
  - find the area of a rectangle using square tiles and also by multiplying the two side lengths.
  - solve real world problems about area using multiplication.
  - use models to show that the area of a rectangle can be found by using the distributive property (side lengths and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ ).
  - find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.
- solve real world math problems using what I know about how to find the perimeter of shapes.

**Geometry:**

- place shapes into categories depending upon their attributes (parts). I can name a category of many shapes by looking at their attributes (parts). I can recognize and draw quadrilaterals (shapes with 4 sides) including rhombuses, rectangles, and squares.
- divide shapes into parts with equal areas and show those areas as fractions.