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.

READING: LITERATURE	READING: INFORMATIONAL TEXT
"I Can"…	**"I Can"…**
<ins>**Key Ideas & Details:**</ins> • 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. • 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. • describe characters in stories and explain how their actions affect the story.	<ins>**Key Ideas & Details:**</ins> • 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. • 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. • describe how some historical events, scientific ideas, and how the steps in a set of directions are related.
<ins>**Craft & Structure:**</ins> • 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. • 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. • tell the difference between what I think and what the author or characters might think in a story.	<ins>**Craft & Structure:**</ins> • figure out the meanings of words and phrases in science and social studies texts. • 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. • tell the difference between what I think and what an author writes in informational texts.
<ins>**Integration of Knowledge & Ideas:**</ins> • explain how the author uses illustrations to help the meaning in a story. • compare and contrast stories written by the same author about the same or similar characters.	<ins>**Integration of Knowledge & Ideas:**</ins> • show what I have learned from informational text and illustrations by answering questions about where, when, why and how. • describe how the sentences and paragraphs in informational text are connected and follow a logical order. • compare and contrast the most important ideas and details in two pieces of information about the same topic.

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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.

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 x 4 = 24, then 4 x 6 = 24). I can use the Associative property of multiplication (To figure out 3 x 5 x 2, I can multiply 3 x 5 = 15, then 15 x 2 = 30 OR multiply 5 x 2 = 10, then 3 x 10 = 30). I can use the Distributive property of multiplication (To figure out 8 x 7, I can think of 8 x (5 + 2) which means (8 x 5) + (8 x 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 ÷ 8 because I know that 8 x 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 x 90, 4 x 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 x b and a x 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.