



White Bear Lake Area School District
Grade 3 Report Card Companion 2017-2018
 (Skills students should know and be able to do by the end of Grade 3)

Comprehensive Literacy

Report Card Item	Learning Target Description
	<i>The student can:</i>
Reading	<ul style="list-style-type: none"> • Comprehend Fiction <ul style="list-style-type: none"> • Identify and use the signal language for sequence of events • Determine important information in a text • Understand the features of historical fiction • Explain plot, setting, characters and problems and solutions in a story • Explain how illustrations contribute to creating a mood or emphasize a setting • Comprehend Nonfiction <ul style="list-style-type: none"> • Describe the steps in technical procedures • Read Independently • Demonstrate on task behavior during silent reading on a self-selected text • Read Fluently <ul style="list-style-type: none"> • Read orally with appropriate pacing, pausing, inflection, phrasing and expression
Writing/Language	<ul style="list-style-type: none"> • Utilize the Writing Process <ul style="list-style-type: none"> • Use the writing process, including working with peers and adults to develop and improve their writing. Students will collect ideas, plan, draft, revise, edit and publish their writing • Use technology to interact and collaborate with others, to produce and publish their writing • Produce a piece of writing that has a beginning, middle and end • Produce writing using appropriate language for each genre of writing • Demonstrate evidence of writing for various purposes <ul style="list-style-type: none"> • Write to inform or explain a topic; convey their ideas and the information clearly. • Write a personal narrative and other creative writing to expand on real or imagined events, using descriptive details, and clear sequence of events • Write about their opinion on a specific topic and support their opinion with reasons • Produce simple, compound, and complex sentences • Demonstrate proper use of grammar and mechanics <ul style="list-style-type: none"> • Explain the function of, form, and use nouns, pronouns, verbs, adjectives, and adverbs in a sentence • Capitalize appropriate words • Use simple, compound, and complex sentences • Use commas in addresses, and combined with quotation marks in dialogue • Use the appropriate reference to spell third grade words • Accurately transfer spelling patterns to daily writing • Form and use possessives
Speaking, Listening and Viewing	<ul style="list-style-type: none"> • Listen attentively to others by looking at the person speaking and waiting for his/her turn to talk • Prepare, participate and reflect on a group discussion on a specific topic • Determine main idea and supporting details of something student has heard or read aloud • Ask or answer questions about information heard or read aloud • Report about a topic, text or experience by speaking clearly and using facts and details related to the topic • Speak in complete sentences, providing details or explanations

LUS CEEB TOOM! Yog koj xav tau daim ntawv no txhais ua lus Hmoob, thov hu rau (651) 407-7623.
ATENCIÓN: Si usted quiere esta forma en ESPAÑOL, por favor llame (651) 407-7686.

Mathematics

Report Card Item	Learning Target Description
	<i>The student can:</i>
Number and Operation	<ul style="list-style-type: none"> • Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality • Add and subtract whole digit numbers • Represent multiplication and division in various ways • Solve real world math problems • Understand meanings and use fractions in real-world and math situations
Geometry and Measurement	<ul style="list-style-type: none"> • Understand attributes of 2D shapes • Measure to the inch, half, inch, and centimeter • Understand congruence • Understand symmetry • Understand perimeter as a measurable attribute of real world and mathematical objects • Use money to solve real world problems • Use geometric attributes to describe and create shapes in various contexts • Tell time to the minute, using digital and analog clocks • Determine elapsed time to the minute • Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius • Understand perimeter as a measurable attribute of real-world and mathematical objects • Use temperature to solve real-world mathematical problems • Use various tools to measure distances
Algebra	<ul style="list-style-type: none"> • Use strategies including the relationship between addition and subtraction (commutative and identity properties of addition and multiplication) • Extend and predict number patterns • Use number sentences involving unknowns to represent and solve real-world and mathematical problems
Data Analysis	<ul style="list-style-type: none"> • Collect, display, organize and interpret data • Use labels and a variety of scales and units in displays

Science

Report Card Item	Learning Target Description
	<i>The student can:</i>
Physical Science	<ul style="list-style-type: none"> • Energy <ul style="list-style-type: none"> • Explain the relationship between the sound pitch/rate of source vibration/factors affecting pitch. • Explain how shadows form and can change in various ways • Describe how light travels in a straight line until it is absorbed/redirectioned/reflected or allowed to pass through an object
Earth Science	<ul style="list-style-type: none"> • The Universe <ul style="list-style-type: none"> • Describe daily and seasonal changes in the position of the sun • Recognize the pattern of apparent changes in the moon's shape and position • Demonstrate how a large light source at a great distance looks like a small light that is much closer. • Recognize that the Earth is one of several planets that orbit the sun and that the moon orbits the Earth
Life Science	<ul style="list-style-type: none"> • Structure and Function of Living Systems <ul style="list-style-type: none"> • Compare how the different structures of plants/animals serve a variety of functions for growth/survival/reproduction • Group plants/animals using physical characteristics/structures/behaviors • Evolution in Living Systems <ul style="list-style-type: none"> • Give examples of inherited or acquired likenesses between adults/offspring in plants/animals • Explain how differences among individuals may provide an advantage in survival and reproduction

The following list of scientific inquiry standards are integrated throughout multiple units and are not separately addressed on the report card.

The student can:

- Cite evidence to support their reasoning while working in a group or on their own
- Ask questions based on knowledge from observations or investigations
- Recognize that when a scientific investigation is done the way it was done before, even in a different place, a similar result is expected
- Understand the difference between factual observations and ideas of what was observed (inferences)
- Construct explanations based on collected evidence
- Understand that all people can use evidence to learn about the natural world/patterns in nature/develop tools
- Recognize that both science and engineering involve different kinds of work for women and men of all ages and backgrounds
- Use tools to improve observation and record results