

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.

We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in bold under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>



A Parent's Guide to the...

3rd Grade

State Standards

An apple for the teacher...
It's really nothing new.
Except when you remember,
Parents are teachers too!

HILLSBORO SCHOOL DISTRICT
Engage and challenge all learners to ensure academic excellence

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<http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>



Key Idea Reading Foundations:

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multi-syllable words in books. He or she will come to appreciate that words have meanings that are not literal (e.g., *a piece of cake*) and have relationships to other words (e.g., *company and companion*). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

Nov	Jan	Apr	Jun	Phonics and Word Recognition		
✓	✓	✓	✓	RF 3.3	I can show what I have learned about letters and sounds.	B
	✓	✓	✓	RF 3.3.A	<i>I can identify and know meanings of common prefixes and suffixes.</i>	B
	✓	✓	✓	RF 3.3.B	<i>I can decode words with common Latin suffixes.</i>	B
✓	✓	✓	✓	RF 3.3.C	<i>I can decode multi-syllable words.</i>	B
	✓	✓	✓	RF 3.3.D	<i>I can read third grade irregularly-spelled words.</i>	E
	✓	✓	✓		<i>I can read third grade words where the h is silent, except in the ch digraph; and that u is silent in the following syllables que, qui, gue, gui.</i>	S
	✓	✓	✓	RF 3.3.E	<i>I can recognize, pronounce, and write cognates in English and Spanish and explain the differences.</i>	S
	✓	✓		RF 3.3.F	<i>I can recognize masculine and feminine words that do not follow the rules (ejemplo: el mapa, el problema, el águila vs. las águilas).</i>	S
✓	✓	✓		RF 3.3.G	<i>I can use and know diminutive and augmentative word endings (e.g., -ito, -ote, -ón).</i>	S
	✓	✓	✓	RF 3.3.H	<i>I can recognize and apply word endings, in adjective form, to agree with its nouns.</i>	S
	✓	✓	✓	RF3.3.I	<i>I can recognize the difference of comparative (mayor/menor) and superlative adjectives (-ísimo).</i>	S
Nov	Jan	Apr	Jun	Spanish Accentuation		
	✓	✓	✓	RF3.3.J	I can correctly use the written accent according to the stressed syllable in grade level words by applying the following systematic analysis:	S
✓				RF3.3.J.1	<i>I can count the number of syllables.</i>	S
	✓	✓		RF3.3.J.2	<i>I can name and identify the placement of the stressed syllable.</i>	S
	✓	✓		RF3.3.J.3	<i>I can categorize words based on the stressed syllable ("aguda", "grave", "esdrújula").</i>	S
	✓	✓		RF3.3.K	I can recognize that some words are homophones that have a written accent to tell what its function and meaning is (e.g., si, sí; el, él; te, té).	S
	✓	✓	✓	L3.2.H	I can recognize and apply the accent that is stressed in grade level multisyllabic words (agudas, graves and esdrújulas).	S
	✓	✓	✓	L3.2.I	I can use a written accent to distinguish homophones by their function and meaning (te té, si, sí).	S
Nov	Jan	Apr	Jun	Fluency		
	✓	✓	✓	RF 3.4	I can read third grade text with fluency and accuracy to support comprehension.	B
	✓	✓	✓	RF 3.4.A	<i>I can read third grade text with purpose and understanding.</i>	B
	✓	✓	✓	RF 3.4.B	<i>I can read third grade text and poetry with accuracy, expression, and appropriate rate.</i>	B
	✓	✓	✓	RF 3.4.C	<i>I can use strategies to understand unknown words.</i>	B



Key Idea Reading Literature:

Third graders can read stories and poems aloud fluently, without pausing to figure out what each word means. They distinguish the literal and nonliteral meanings of words, such as *something's fishy* and *cold shoulder*, as often seen in fables, folktales and myths. Help your third grader learn to read closely to find main ideas and supporting details in a story. Discuss characters and plots of two stories written by the same author (such as chapter books, i.e., *Magic Tree House* series).

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓	✓	✓	✓	RL 3.1	I can ask and answer questions, using the text for support, to show my understanding.
✓				RL 3.2	I can retell stories including fables, folktales and myths from diverse cultures, explain the central message and how it is conveyed.
✓			✓	RL 3.3	I can describe the characters in a story and explain how their actions affect the story.
Nov	Jan	Apr	Jun	Craft and Structure	
✓	✓	✓	✓	RL 3.4	I can determine the literal and nonliteral meaning of words and phrases an author uses.
	✓			RL 3.5	I can explain and use specific terms (chapter, stanza, etc.) when discussing or writing about stories, dramas and poems and describe how each part builds on earlier sections.
	✓		✓	RL 3.6	I can recognize a character's point of view and how it is different than my own.
Nov	Jan	Apr	Jun	Integration of Knowledge and Ideas	
	✓	✓		RL 3.7	I can explain how the illustrations of a text contribute to the mood or story being told.
		✓	✓	RL 3.9	I can compare and contrast themes, characters, and plots of stories written by the same author.
Nov	Jan	Apr	Jun	Range of Reading and Text Complexity	
✓	✓	✓	✓	RL 10	I can independently read and comprehend third grade literary text, poetry and dramas proficiently.



Key Idea Reading Informational:

Informational or explanatory text has a more complex structure than literary text. Third graders should be able to describe the logical connection between particular sentences and paragraphs in passages (e.g., first, second, third; cause and effect). They compare the most important points and key details presented in two books on the same topic. Students will conduct short research projects that build knowledge about various topics.

Nov	Jan	Apr	Jun	Key Ideas and Details	
✓	✓	✓	✓	RI 3.1	I can ask and answer questions, using the text for support, to show that I understand.
✓				RI 3.2	I can determine the main idea and retell the supporting details and explain how it supports the main idea.
✓			✓	RI 3.3	I can use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.
Nov	Jan	Apr	Jun	Craft and Structure	
✓	✓	✓	✓	RI 3.4.	I can determine the meaning of words and phrases in a third grade informational text.
	✓			RI 3.5	I can use various text features to locate information.
	✓		✓	RI 3.6	I can tell the difference between my point of view and the author's point of view.
Nov	Jan	Apr	Jun	Integration of Knowledge and Ideas	
	✓			RI 3.7	I can explain how different types of illustrations (maps, photographs) are helpful in clarifying a text.
		✓		RI 3.8	I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing.
		✓	✓	RI 3.9	I can compare and contrast important points from two texts on the same topic.
Nov	Jan	Apr	Jun	Range of Reading and Text Complexity	
✓	✓	✓	✓	RI 3.10	I can independently read and comprehend third grade informational text proficiently.



Key Idea Writing:

In grade three students write opinions or explanations that group related information and develop topics with facts and details. They write stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters. Encourage your student to write in a variety of ways (e.g., journals, lists, notes, stories, short and long paragraphs, etc...). Emphasize not only the creative side of writing, but writing to inform (“how to” instructions, recipes, weather reports, etc...).

Nov	Jan	Apr	Jun	Text Types and Purposes	
✓			✓	W 3.1	I can write to share my opinion on topics or texts, supporting a point of view with reasons.
✓			✓	W 3.1.A	<i>I introduce the topic or text, state an opinion and create a structure that lists reasons.</i>
✓			✓	W 3.1.B	<i>I provide reasons that support my opinion,</i>
✓			✓	W 3.1.C	<i>I use linking words and phrases to give a reason to support my opinion.</i>
✓			✓	W 3.1.D	<i>I provide a concluding section or statement.</i>
✓	✓	✓	✓	W 3.2	I can write an informative/explanatory piece to examine a topic and convey ideas and information clearly.
	✓	✓	✓	W 3.2.A	<i>I can introduce a topic and group related information (include illustrations when necessary).</i>
	✓	✓	✓	W 3.2.B	<i>I can use facts, definitions, and details to develop a point.</i>
	✓	✓	✓	W 3.2.C	<i>I can use linking words and phrases to connect ideas.</i>
✓	✓	✓	✓	W 3.2.D	<i>I can provide a concluding section or statement.</i>
	✓	✓		W 3.3	I can write a narrative piece to develop real or imagined experiences or events using descriptive details.
	✓	✓		W 3.3.A	<i>I can establish a plot and introduce a narrator and/or characters; organize an event that unfolds naturally.</i>
	✓	✓		W 3.3.B	<i>I can use dialogue between my characters and describe their actions and feelings to help others understand the plots of my stories.</i>
	✓	✓		W 3.3.C	<i>I can use temporal words (first, next, then, finally, etc.) and phrases to signal event orders.</i>
	✓	✓		W 3.3.D	<i>I can provide a sense of closure.</i>
Nov	Jan	Apr	Jun	Production and Distribution of Writing	
✓	✓	✓	✓	W 3.4	I can produce writing pieces that are appropriate for third grade tasks and purposes.
	✓			W 3.5	I can use guidance from adults and peers to plan, revise, and edit my writing.
		✓		W 3.6	I can use digital tools to produce and publish my work.
Nov	Jan	Apr	Jun	Research to Build and Present Knowledge	
		✓		W 3.7	I can conduct a short research project to build knowledge about a topic.
		✓	✓	W 3.8	I can research and use what I have experienced to gather information by taking brief notes on sources and sort evidence into provided categories.
Range of Writing					
✓	✓	✓	✓	W 3.10	I can write on a regular basis with stamina for different tasks, purposes, and audiences.



Key Idea Speaking and Listening:

Third grade students continue to ask and answer questions about information he or she hears from a speaker or while participating in classroom discussions. They offer appropriate elaboration and detail that build on what others have said. Good speaking skills come from daily practice with lots of opportunities at home and with friends. Practice giving speeches at home before presenting them at school.

Nov	Jan	Apr	Jun	Comprehension and Collaboration	
✓	✓	✓	✓	SL 3.1	I can engage effectively in a range of collaborative discussions with diverse partners on third grade topics and texts.
	✓		✓	<i>SL 3.1.A</i>	<i>I can prepare for a class discussion and participate by responding to things others say.</i>
		✓		<i>SL 3.1.B</i>	<i>I can follow agreed-upon rules for class discussions.</i>
✓	✓			<i>SL 3.1.C</i>	<i>I can ask questions to clear up my confusion about a presentation.</i>
		✓	✓	<i>SL 3.1.D</i>	<i>I can explain my own ideas and understanding as they connect to the discussion.</i>
✓	✓	✓		SL 3.2	I can figure out the main idea and details of what I see and hear.
		✓	✓	SL 3.3	I can ask and/or answer questions of a speaker to clarify/deepen my understanding.
Nov	Jan	Apr	Jun	Presentation of Knowledge and Ideas	
	✓	✓		SL 3.4	I can speak clearly and audibly while reporting on a topic, telling a story or experience.
			✓	SL 3.5	I can create audio recordings of stories or poems to show fluency in my reading and add drawings or details to a description to provide information.
✓	✓		✓	SL 3.6	I can speak in complete sentences when appropriate to provide requested detail or clarification.



Key Idea Language:

Language is developed through reading, writing, speaking and listening. Students in third grade are beginning to develop more sophisticated writing styles and use words, phrases, grammar and punctuation effectively. They are aware of the parts of speech (nouns, verbs, etc...) and recognize sentence patterns (i.e., simple or compound). As they strive to write with accuracy in many ways, including spelling, they also want their writing to be meaningful. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

If the skill is specific to English = (E), to Spanish = (S), and to both = (B)

Nov	Jan	Apr	Jun	Conventions of Standard English		
✓	✓	✓	✓	L 3.1	I can show that I know how to use words correctly when I write and speak.	B
	✓	✓		L 3.1.A	<i>I can explain the functions of nouns, verbs, pronouns, adjectives, and adverbs.</i>	B
✓		✓		L 3.1.B	<i>I can use regular and irregular plural nouns.</i>	B
		✓		L 3.1.C	<i>I can use abstract nouns.</i>	B
✓		✓		L 3.1.D	<i>I can use regular and irregular verbs.</i>	E
✓		✓			<i>I can form and use regular verbs that end -ar, -er, and -ir and irregular verbs (ser, ir, haber).</i>	S
			✓	L 3.1.E	<i>I can use simple verb tenses.</i>	E
			✓		<i>I can form and use simple verb tense and recognize the use of verbs in the subjunctive mood (mandatos, expresión de posibilidad).</i>	S
	✓		✓	L 3.1.F	<i>I can write sentences with subject-verb agreement.</i>	E
	✓		✓		<i>I can use subject-verb and pronoun agreement and use the formal and informal pronouns (tú-usted, ustedes).</i>	S
	✓		✓	L 3.1.G	<i>I can use comparative and superlative adjectives and adverbs appropriately.</i>	B
✓	✓			L 3.1.H	<i>I can use coordinating and subordinating conjunctions.</i>	B
✓	✓	✓		L 3.1.I	<i>I can produce all types of sentences.</i>	E
✓	✓	✓		L 3.1.J	<i>I can recognize the significance in changing the location of an adjective for meaning (un pobre hombre, un hombre pobre).</i>	S
✓	✓	✓	✓	L 3.2	I can show that I know how to use conventions of English capitalization, punctuation, and spelling when writing.	B
		✓		L 3.2.A	<i>I can capitalize appropriate words in titles.</i>	B
		✓		L 3.2.B	<i>I can use commas in addresses.</i>	B
✓	✓			L 3.2.C	<i>I can use commas and quotation marks in dialogue.</i>	E
✓	✓				<i>I can use a long dash to indicate the beginning of a dialogue.</i>	S
	✓			L 3.2.D	<i>I can form and use possessives.</i>	E
	✓				<i>I can form and use possessives with the use of the preposition "de."</i>	S
		✓		L 3.2.E	<i>I can use conventional spelling for high-frequency and other words I have studied.</i>	B
		✓		L 3.2.F	<i>I can use spelling patterns and generalizations in my writing.</i>	B
	✓		✓	L 3.2.G	<i>I can use reference materials to find correct spellings.</i>	B
Nov	Jan	Apr	Jun	Knowledge of Language		
✓	✓	✓	✓	L 3.3	I can use what I know about language conventions when writing, speaking, reading, or listening.	B
✓		✓		L 3.3.A	<i>I can choose interesting words and phrases to help others understand my meaning.</i>	B
	✓		✓	L 3.3.B	<i>I can recognize differences between my speaking language and my written language.</i>	B
Nov	Jan	Apr	Jun	Vocabulary Acquisition		
✓	✓	✓	✓	L 3.4	I can figure out what words mean by using the strategies I know and by thinking about third grade reading and content.	B
✓	✓				<i>I can use context clues to figure out word meanings.</i>	E

✓	✓			L 3.4.A	I can use context clues to figure out word meanings including metaphors (e.g. Tomar medidas. Está lloviendo a cántaros).	S
		✓		L 3.4.B	I can determine the meaning of a word by using the prefix or suffix.	B
		✓		L 3.4.C	I can determine the meaning of a word by using its root word.	B
	✓		✓	L 3.4.D	I can use glossaries and dictionaries to determine the meanings of words.	B
	✓	✓	✓	L 3.5	I can show that I understand figurative language and word relationships and nuances in word meanings.	B
	✓			L 3.5.A	I can distinguish between literal and figurative meanings of words.	B
	✓		✓	L 3.5.B	I can identify a real-life application of a word.	B
		✓		L 3.5.C	I can distinguish the small differences in meaning with related words that tell about how someone feels or is acting. (e.g., knew, believed, suspected, heard, wondered).	E
		✓			I can distinguish the small differences in meaning with related words that tell about how someone feels or is acting. (e.g., sabía, creía, sospechaba, se preguntaba) and the use of the subjunctive to express doubt.	S
✓	✓	✓	✓	L 3.6	I can figure out and use words that are appropriate for third grade.	B

Language [continues above]



Key Idea **ELD** English Language Development for ESL students only

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc....) are learning valuable skills that support English proficiency. Students not only listen as you read, but they respond by asking and answering questions. Older students read the text and write ideas about what they've heard. All of these skills transfer between languages and support your students' English Language Development.

Nov	Jan	Apr	Jun	Linguistic Structures - Uses accurate word meaning in correct sentence form at proficiency level.		
✓	✓			ELP.9	I can create clear and coherent grade-appropriate speech & text.	
✓	✓			ELP.10	I can make accurate use of standard English to communicate in grade-appropriate speech and writing.	
Nov	Jan	Apr	Jun	Receptive Modalities - Listens, reads and/or views and then demonstrates the meaning at proficiency level.		
✓	✓			ELP.1	I can make meaning from oral presentations, literary and informational text through listening, reading & viewing.	
✓	✓			ELP.8	I can figure out the meaning or words and phrases in oral presentations, stories and informational text.	
Nov	Jan	Apr	Jun	Productive Modalities - Completes an oral or written task to show understanding of what was heard at proficiency level.		
		✓	✓	ELP.3	I can speak and write about grade-appropriate complex literary and informational texts and topics.	
		✓	✓	ELP.4	I can make grade-appropriate oral or written claims and support them with reasoning and evidence.	
				ELP.7	I can adapt language choices to purpose, task and audience when speaking and writing.	
Nov	Jan	Apr	Jun	Interactive Modalities - Speak and listen, read and write, to collaborate and share information at proficiency level.		
		✓	✓	ELP.2	I can participate in oral and written exchanges of information, ideas and analysis responding to peers or reader comments or questions.	
		✓	✓	ELP.5	I can with prompting and support participate in research projects with my classmates and communicate finding to answer questions or solve problems.	
		✓	✓	ELP.6	I can analyze and critique the arguments of others orally.	



Key Idea Math:

In 3rd grade one of the most important topics is multiplication and division. Another is fractions. Multiplication, division, and fractions are the building blocks for many life skills that students will learn in later grades, such as percentages. Students also need to master these topics to be ready for algebra and advanced math, so it is essential to get a good start with these topics in 3rd grade.

Nov	Jan	Apr	Jun	Operations and Algebraic Thinking	
				3.OA.A.1 -A.4	I can represent and solve problems involving multiplication and division.
✓	✓			3.OA.A.1	<i>I can use multiplication to figure out the total number of objects in an array or equal groups.</i>
✓		✓		3.OA.A.2	<i>I can divide to show how to share a set of objects equally. I can use division to divide a set of objects into equal groups.</i>
✓	✓	✓		3.OA.A.3	<i>I can multiply and divide to solve word problems.</i>
✓	✓	✓		3.OA.A.4	<i>I can find a missing whole number in a multiplication or division problem.</i>
				3.OA.B.5- B.6	I can understand properties of multiplication and the relationship between multiplication and division.
✓	✓			3.OA.B.5	<i>I can use the properties of multiplication and division to solve problems.</i>
✓		✓		3.OA.B.6	<i>I can use my understanding of multiplication to solve division problems.</i>
✓	✓			3.OA.C.7	I can multiply and divide within 100.
				3.OA.D.8 -D.9	I can solve problems involving the four operations, and identify and explain patterns in arithmetic.
✓	✓		✓	3.OA.D.8a	<i>I can use the four operations to solve 2-step word problems where a variable is used to represent an unknown quantity.</i>
✓	✓		✓	3.OA.D.8b	<i>I can use strategies to decide if my answer is reasonable.</i>
	✓			3.OA.D.9	<i>I can identify and explain arithmetic patterns.</i>
Nov	Jan	Apr	Jun	Numbers and Operations in Base Ten	
✓	✓		✓	3.NBT.A.1	I can use place value understanding to round a whole number to the nearest 10 or nearest 100.
✓	✓		✓	3.NBT.A.2	I can use strategies for adding and subtracting within 1000.
	✓			3.NBT.A.3	I can use strategies to multiply one-digit whole numbers by multiples of 10, in the range 10-90.
Nov	Jan	Apr	Jun	Numbers and Operations in Fractions	
			✓	3.NF.A.1	I can recognize fractions as parts of a whole and understand the difference between numerators and denominators.
			✓	3.NF.A.2	I can understand that fractions can be represented on a number line.
			✓	3.NF.A.2.A	<i>I can represent a fraction on a number line from 0 to 1.</i>
			✓	3.NF.A.2.B	<i>I can divide a number line into equal parts in order to represent a fraction on a number line.</i>
			✓	3.NF.A.3	I can compare fractions.
			✓	3.NF.A.3.A	<i>I understand what makes fractions equivalent.</i>
			✓	3.NF.A.3.B	<i>I can recognize and form simple equivalent fractions.</i>
			✓	3.NF.A.3.C	<i>I can express whole numbers as fractions.</i>
			✓	3.NF.A.3.D	<i>I can compare fractions that have the same numerator or the same denominator. I can justify the comparisons.</i>

Nov	Jan	Apr	Jun	Measurement and Data	
				3.MD.A.1- A.2	I can solve problems involving measurement and estimation.
✓	✓			3.MD.A.1a	<i>I can tell and write time to the nearest minute.</i>
✓	✓			3.MD.A.1b	<i>I can solve time problems.</i>
✓	✓			3.MD.A.2a	<i>I can measure liquids and solids with liters, grams and kilograms.</i>
✓	✓			3.MD.A.2b	<i>I can solve volume and mass problems using addition, subtraction, multiplication and division.</i>
				3.MD.B.3- B.4	I can understand how information is shared using numbers.
		✓	✓	3.MD.B.3	<i>I can create a scaled picture graph and a scaled bar graph with multiple categories and analyze graphs to solve problems.</i>
			✓	3.MD.B.4	<i>I can gather data on lengths in inches, half inches, and quarter inches. I can show the data on a line plot.</i>
				3.MD.C.5- C.7	I can understand area.
		✓		3.MD.C.5	<i>I can understand that one way to measure plane shapes is by the area they have.</i>
		✓		3.MD.C.5.A	<i>I can use square units to measure area.</i>
		✓		3.MD.C.5.B	<i>I can find area by using square units laid side to side without gaps or overlaps.</i>
		✓		3.MD.C.6	<i>I can find areas by counting square units (customary and metric).</i>
		✓		3.MD.C.7	<i>I can use multiplication and addition to solve for area.</i>
		✓		3.MD.C.7.A	<i>I can find the area by multiplying the side lengths.</i>
		✓		3.MD.C.7.B	<i>I can solve problems involving areas of rectangles.</i>
		✓		3.MD.C.7.C	<i>I can find the area of a rectangle by using the distributive property of multiplication.</i>
		✓		3.MD.C.7.D	<i>I can find the area of a rectangular polygon by separating it into smaller rectangles and adding the areas.</i>
			✓	3.MD.D.8	I can solve problems for the perimeters of polygons when given various pieces of information.
Nov	Jan	Apr	Jun	Geometry	
				3.G.A.1- A.2	I can understand shapes better by using what I notice about them.
			✓	3.G.A.1	<i>I can place shapes into categories depending upon their attributes (parts).</i>
			✓	3.G.A.1	<i>I can name a category of many shapes by looking at their attributes (parts).</i>
			✓	3.G.A.1	<i>I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles, and squares.</i>
		✓	✓	3.G.A.2	<i>I can divide shapes into equal parts, using unit fractions to describe each part.</i>

Math [continues above]



Key Idea Science:

Third graders investigate science through observations, note-taking, and interactions with data, graphs, charts, etc.. They learn to base conclusions on evidence.

I Can...

- I can plan and conduct investigations to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- I can show that an object's motion can be used to predict future motion.
- I can ask questions to determine cause/ effect relationships of electric or magnetic interactions between two objects not in contact w/ each other.
- I can solve a design problem by applying scientific ideas about magnets.
- I can compare and contrast the properties of states of matter.
- I can develop models to show unique and diverse life cycles.
- I can use data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- I can explain why organisms can survive well, less well, and some cannot survive at all in a particular habitat.
- I can make a claim about the merit of a solution to a problem caused when the environment changes, and the types of plants and animals may change.
- I can explain that some animals from groups help their members survive.
- I can analyze and interpret data to provide evidence plants and animals have traits inherited from parents and variation exists in a group of similar organisms.
- I can use evidence to show that traits can be influenced by environment.
- I can use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.
- I can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- I can obtain and combine information to describe climates in different regions of the world.
- I can make a claim about the merit of a design solution that reduces the impacts of weather-related hazard.
- I can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- I can plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.



Key Idea Social Studies:

Students in grade three explore their community in relationship to to the state of Oregon, continents, oceans and the hemisphere using globes and maps. They learn about resources. Students enjoy learning about historical events and current systems.

I Can...

- I can describe how people and events shaped my community.
- I can compare /contrast the history of my community to other communities in the region.
- I can use research skills to learn about the past in the region.
- I can describe local communities and regions past and present.
- I can know sources that are useful to answer historical questions.
- I can identify hemispheres, continents/oceans using globes/maps.
- I can use a simple grid system, symbols, and other information to locate physical and political features of places on maps /globes.
- I can identify links of land, regions, river systems and interstate highways between Oregon and other states.
- I can compare features of Oregon and other Northwestern States.
- I can explain the influence of humans on Oregon's and the Northwest's physical systems.
- I can identify and analyze Oregon's natural resources and how people in Oregon and other parts of the world use them.
- I can identify how people have adapted to and changed the physical geography of the community.
- I can describe how different levels of government provide services and protect citizens.
- I can describe citizen responsibilities in communities and states.
- I can describe the relationship between producers /consumers.
- I can explain the issue of scarcity to personal, community, regional and world resources.
- I can use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- I can identify and compare different ways of looking at an event, issue or problem.
- I can identify how people or other living things might be affected by an event, issue or problem.
- I can evaluate information about an issue or a problem.



Key Idea Health:

Your child becomes much more aware of safety issues in grade three. Health education focuses on staying safe in and around the community. You can build your child's confidence to stay safe and healthy wherever they are.

I Can...

- I can state reasons why young people choose not to use alcohol, tobacco and other drugs.
- I can show refusal skills to alcohol, tobacco and other drugs.
- I can advocate for a tobacco-free environment.
- I can describe school policies about alcohol, tobacco, 'over the counter and prescription medication use.
- I can practice reporting use/misuse of 'over the counter' and prescription drugs to trusted adults.
- I can recognize diversity among people, including age, disability national origin, race, color, and marital status, and sex, sexual orientation, and gender identity.
- I can set a goal to engage in positive, helpful behaviors.
- I can advocate for respect for diversity.
- I can demonstrate how to respond and report if someone is bullying, harassing or teasing.
- I can identify that media and technology may contain violent messages and images.
- I can explain how helpful and hurtful messages in media and technology can affect an individual's behavior.
- I can manage interpersonal conflict in non-violent ways.
- I can provide examples of how friends, family, media, society and culture influence how males and females think they should act.
- I can demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching me in an uncomfortable way.
- I can practice and use refusal skills if someone is touching me inappropriately.



Key Idea Physical Education:

Many third graders apply their PE skills to sports and activities outside of school. Look at opportunities in the community to increase your child's participation. Parents can decrease the amount of screen time and increase outdoor play and interaction with friends and family.

I Can...

- I can demonstrate some critical elements in manipulative skills: throw, catch, kick and strike. (K-5)
- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)
- I can identify rules, procedures and etiquette in a specified physical activity. (2-6)
- I can demonstrate three different step patterns and combinations of movements into repeatable sequences. (3-6)
- I can demonstrate the foot dribble(R/L) foot, hand dribble(R/L), strike, throw, catch and volley with a partner. (3-6)



Key Idea Music:

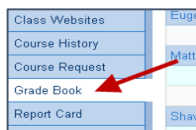
Students in third grade use more complex rhythms and sing songs containing the notes do, re, mi, so and la. They learn about instruments and orchestra families. Ask your student to identify some of the instruments from a song on the radio. Third graders are also introduced to rounds, some examples are Row, Row, Row Your Boat and Frere Jacques.

I Can...

- I can use notation for sixteenth notes, dotted half notes, whole notes and whole rests in different meters (Rhythm)
- I can experience the Do pentatonic scale (Melody)
- I can perform rounds (Harmony/Texture)
- I can explore and differentiate verse and refrain (Form)
- I can identify orchestra instruments (Tone Color)
- I can identify allegro, largo, piano, and forte (Expression)
- I can create my own rhythmic or melodic patterns on an instrument (Create, Arrange, Improvise)
- I can tell how a piece of music communicates an idea or feeling (Evaluate)
- I can identify music that relates to a world experience or event (History and Culture)

VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>

The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.

Teacher	Date	Assignment
Semester 1 :: ALL		

Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Standard	Mark
Vocabulary Acquisition / Adquisición de vocabulario	
Performing and Responding / Desempeñándose y respondiendo	
Geometry / Geometría	M
1-1 CFA	M
1-10 Path Area/Perimeter	M
Ratios and Proportional Relationships / Razones y relaciones proporcionales	M