SOUTH HARRISON ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Parent Information Guide for Standards Based Report Cards

Third Grade
2016-17
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Introduction

In the 2015-16 school year the South Harrison School District introduced standards based reports (SBR) to report student achievement for students in kindergarten through grade three. The transition to a standards-based report card is the result of a concentrated effort to communicate what students are expected to know and be able to do throughout the year as described in the Common Core State Standards adopted by New Jersey in 2010 and in the New Jersey Student Learning Standards adopted in New Jersey in 2016. In order to support this effort during the 2014-2015 school year, the school district moved away from quarterly reporting and toward a trimester reporting period (3 times per year - Grades K-6) to allow more time to adequately assess and report student learning and student needs.

The format of the standards based report card (SBRC) will identify the group of standards in each grade-level content area and document how students are progressing towards achievement of curricular and benchmark goals over the course of the school year. Standards based grading (SBG) benefits students, teachers, parents and guardians by creating a common language for discussion as well as establishing expectations of student development in academic and non-academic areas.

We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential.

All SBRCs will include specific clusters of standards in literacy and mathematics. They will provide an overview of the standards relating to the knowledge and skills your child should meet by the end of the year. The following scale will be used to reflect your child’s progress toward meeting each cluster of standards for each trimester towards the end of year goal.

The Standards-Based Reporting Scale is as follows:

- **E—Exceeding** grade level Cluster of Standards
- **3 - Meeting** the grade level Cluster of Standards
- **2 - Approaching** the grade level Cluster of Standards
- **1 - Not yet Meeting** the grade level Cluster of Standards
- NE Grade level Cluster of Standards have **not yet been evaluated** within this grading period.

_You may also see the following letters on your child’s report card:_
- **M** - Grade level Cluster of Standards have been modified for students with an IEP.

In addition, **do not be alarmed if your child receives performance indicators of 2 or 1 for the first trimester.** In most cases, minimal and developing understanding and demonstration of the skills is exactly the level of mastery that students should have at this time of year. Your child’s teacher will communicate to you if there are specific areas of concern. By the end of the year, we expect students to receive performance indicators of 3 (The student has met the grade level learning standards in this cluster) or in a few instances an E (The student has exceeded all grade level learning standards in this cluster).

The standards-based scale **is not a linear scale** that correlates to a numerical percentage such as an A or B. Instead, it is progressive and allows students to think of their learning on a growing continuum.

Additional information regarding South Harrison standards-based report card can be found on the South Harrison School website at [www.southharrison.k12.nj.us](http://www.southharrison.k12.nj.us).

If you have any additional questions, you can contact your child’s teacher or the school officials below:

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## Third Grade Standardized Scale and Rubric

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Exceeds Cluster of Standards</td>
<td>The student has exceeded all grade level learning standards for the trimester in this cluster as determined by formal, informal, oral and/or written assessments, and teacher observation. The student has mastered all grade level standards in a cluster for the trimester and demonstrated proficiency of at least one standard at the grade level above.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Cluster of Standards</td>
<td>The student has met the grade level learning standards in this cluster for the trimester as determined by formal, informal, oral and/or written assessments, and teacher observation. The student has mastered all standards for the trimester in the cluster.</td>
</tr>
<tr>
<td>2</td>
<td>Approaching Cluster of Standards</td>
<td>The student is approaching the grade level learning standards for the trimester in this cluster as determined by formal, informal, oral and/or written assessments, and teacher observation. <em>This mark will be used more frequently throughout the school year as a student progresses toward meeting end-of-year expectations.</em> The student has mastered at least one of the end-of-year standards in the cluster for the trimester OR has mastered one or more standards according to the Reading text-level benchmark calendar.</td>
</tr>
<tr>
<td>1</td>
<td>Cluster of Standards Not Met</td>
<td>The student has not yet met the grade level learning standards for the trimester in this area as determined by formal, informal, oral and/or written assessments, and teacher observation. The student has not mastered any standards for the trimester in the cluster.</td>
</tr>
<tr>
<td>NE</td>
<td>Cluster of Standards Not Evaluated</td>
<td>The teacher has not yet evaluated the standards within a given cluster or measured student progress toward meeting the standard.</td>
</tr>
</tbody>
</table>
Strand 1: Reading Literature (RL)

Cluster 1: Reads literature using Key Ideas and Details

Standards addressed in this cluster:

**NJ SLS-RL.3.1**
Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**NJ SLS -RL.3.2**
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

**NJ SLS -RL.3.3**
Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Cluster 2: Reads literature using Craft and Structure

Standards addressed in this cluster:

**NJ SLS -RL.3.4**
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**NJ SLS -RL.3.5**
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.
NJ SLS - Literacy.RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.

Cluster 3: Reads literature integrating Knowledge and Ideas

Standards addressed in this cluster:

NJ SLS - RL.3.7
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)

NJ SLS - Literacy.RL.3.8
(RL.3.8 not applicable to literature)

NJ SLS - RL.3.9
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Cluster 4: Range of Reading and level of text Complexity

Standards addressed in this cluster:

NJ SLS - RL.3.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
### Cluster 5: Reads informational text using key ideas and details

**Standards addressed in this cluster:**

**NJ SLS - RI.3.1**
Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**NJ SLS - RI.3.2**
Determine the main idea of a text; recount the key details and explain how they support the main idea.

**NJ SLS - RI.3.3**
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.

### Cluster 6: Reads informational text identifying craft and structure

**Standards addressed in this cluster:**

**NJ SLS - RI.3.4**
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**NJ SLS - RI.3.5**
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**NJ SLS - RI.3.6**
Distinguish their own point of view from that of the author of a text.

### Cluster 7: Reads informational text integrating knowledge and ideas

**Standards addressed in this cluster:**

**NJ SLS - RI.3.7**
Use information gained from text features (e.g., illustrations, maps, photographs) and the words
in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**NJ SLS - RI.3.8**
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

**NJ SLS - RI.3.9**
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

### Cluster 8: Reads and comprehends literature at various levels of text complexities

**Standards addressed in this cluster:**

**NJ SLS - RI.3.10**
By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

### Strand 3: Foundational Skills

**Cluster 9: Demonstrates foundational skills by applying phonics and word recognition**

**Standards addressed in this cluster:**

**NJ SLS - Literacy.RF.3.3**
Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- **NJ SLS - RF.3.3.a**
  Identify and know the meaning of the most common prefixes and derivational suffixes.
- **NJ SLS -RF.3.3.b**
  Decode words with common Latin suffixes.
- **NJ SLS - RF.3.3.c**
  Decode multi-syllable words.
- **NJ SLS - RF.3.3.d**
  Read grade-appropriate irregularly spelled words.

**Cluster 10: Demonstrates foundational skills with sufficient accuracy and fluency in grade level text**

**Standards addressed in this cluster:**
NJ SLS - RF.3.4
Read with sufficient accuracy and fluency to support comprehension.

- **NJ SLS - RF.3.4.a**
  Read grade-level text with purpose and understanding.

- **NJ SLS - RF.3.4.b**
  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- **NJ SLS - RF.3.4.c**
  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**Strand 4: Writing**

**Writing Cluster 1: Uses text types for various purposes to compose a written piece**

**Standards addressed in this cluster:**

**NJ SLS - W.3.1**
Write opinion pieces on topics or texts, supporting a point of view with reasons.

- **NJ SLS - W.3.1.a**
  Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- **NJ SLS - W.3.1.b**
  Provide reasons that support the opinion.

- **NJ SLS - W.3.1.c**
  Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

- **NJ SLS - W.3.1.d**
  Provide a conclusion.

**NJ SLS - W.3.2**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **NJ SLS - W.3.2.a**
  Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension

- **NJ SLS - W.3.2.b**
  Develop the topic with facts, definitions, and details.
- **NJ SLS - W.3.2.c**
  Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

- **NJ SLS - W.3.2.d**
  Provide a conclusion.

**NJ SLS - W.3.3**
Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- **NJ SLS - W.3.3.a**
  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- **NJ SLS - W.3.3.b**
  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- **NJ SLS - W.3.3.c**
  Use temporal words and phrases to signal event order.

- **NJ SLS - W.3.3.d**
  Provide a sense of closure.

**Writing Cluster 2: Produces and shares multiple writing pieces through a variety of digital tools**

**Standards addressed in this cluster:**

- **NJ SLS - W.3.4**
  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- **NJ SLS - W.3.5**
  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

- **NJ SLS - W.3.6**
  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.

**Writing Cluster 3: Collects research to build and present knowledge through various written pieces**
Standards addressed in this cluster:

**NJ SLS -W.3.7**
Conduct short research projects that build knowledge about a topic.

**NJ SLS -W.3.8**
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**NJ SLS -W.3.9**
(W.3.9 begins in grade 4)

**Writing Cluster 4: Range of Writing**

Standards addressed in this cluster:

**NJ SLS -W.3.10**
Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Strand 5: Speaking and Listening**

**Speaking and Listening Cluster 1: Uses speaking and listening skills to comprehend and collaborate with others**

Standards addressed in this cluster:

**NJ SLS -SL.3.1**
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.

- **NJ SLS -SL.3.1.a**
  Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- **NJ SLS -SL.3.1.b**
  Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- **NJ SLS -SL.3.1.c**
  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
NJ SLS-.SL.3.1.d
Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-.SL.3.2
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-.SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Speaking and Listening Cluster 2: Uses speaking and listening skills to present knowledge and ideas**

**Standards addressed in this cluster:**

**CCSS.ELA-.SL.3.4**
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.

**CCSS.ELA-.SL.3.5**
Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**CCSS.ELA-.SL.3.6**
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

**Strand 6: Language**

**Language Cluster 1: Demonstrates understanding of conventions in Standard English grammar when writing and speaking**

**Standards addressed in this cluster:**

**NJ SLS-.L.3.1**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **NJ SLS-.L.3.1.a**
  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- **NJ SLS-.L.3.1.b**
  Form and use regular and irregular plural nouns.
- **NJ SLS - L.3.1.c**
  Use abstract nouns (e.g., *childhood*).
- **NJ SLS - L.3.1.d**
  Form and use regular and irregular verbs.
- **NJ SLS - L.3.1.e**
  Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- **NJ SLS - L.3.1.f**
  Ensure subject-verb and pronoun-antecedent agreement.*
- **NJ SLS - L.3.1.g**
  Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- **NJ SLS - L.3.1.h**
  Use coordinating and subordinating conjunctions.
- **NJ SLS - L.3.1.i**
  Produce simple, compound, and complex sentences.

**NJ SLS - L.3.2**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **NJ SLS - L.3.2.a**
  Capitalize appropriate words in titles.
- **NJ SLS - L.3.2.b**
  Use commas in addresses.
- **NJ SLS - L.3.2.c**
  Use commas and quotation marks in dialogue.
- **NJ SLS - L.3.2.d**
  Form and use possessives.
- **NJ SLS - L.3.2.e**
  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- **NJ SLS - L.3.2.f**
  Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- **NJ SLS - L.3.2.g**
  Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect.*

Recognize and observe differences between the conventions of spoken and written standard English.

**Language Cluster 3: Acquire and use grade appropriate vocabulary and phrases**

**Standards addressed in this cluster:**

**NJ SLS - L.3.4**
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**NJ SLS - L.3.5**
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
NJ SLS - L.3.6
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).
Reading Levels are reported using assessments from the 2012 Fountas and Pinnell Leveling system. Students “reading” in Grades K through 3 are expected to move through a number of levels as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Entering Grade</th>
<th>Exiting Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K:</td>
<td>Level A</td>
<td>Level D</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Level D/E</td>
<td>Level J</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Level J/K</td>
<td>Level M</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Level M/N</td>
<td>Level P</td>
</tr>
</tbody>
</table>

A description of texts in each of the levels in the Fountas and Pinnell system is enclosed on the following pages.

**Fountas & Pinnell Text Level Descriptions**

**A**
- One line of text (focus on print, directionality); Large spaces between words
- Sentence structure is similar to students’ language; Repeated pattern
- Includes basic sight words
- Punctuation includes periods, question marks, and exclamation marks
- Pictures are highly supportive
- Topics are familiar to children
- Focus on a single idea

**B**
- Two lines of text (return sweep); Large spaces between words
- Sentences increase in length; Sentence structure is similar to students’ language
- Repeated words or pattern
- Includes more basic sight words
- Includes some word endings (e.g., s, ed, ing)
- Punctuation includes periods, question marks, exclamation marks, & some commas
- Simple dialogue
- Pictures are highly supportive
- Topics are familiar to children
- Focus on a single idea
- Setting is present, but seldom a plot

**C**
- Increased number of words and lines of text; Large spaces between words
- Sentences increase in length and may include some embedded clauses
- Sentence structure is similar to students’ language
- Some books have repeated words or pattern
- Most books are about eight pages
- Pictures are highly supportive
- Includes more basic sight words and some compound words
- Includes word endings (e.g., s, ed, ing)
- Opportunities for decoding simple words
- Punctuation includes periods, question marks, exclamation marks, and commas
- Dialogue is frequently included
- Topics are familiar to children, esp. experiential books [events of everyday life]
- Characters and story plots are straightforward
### D
- Longer, more complex stories
- Some compound sentences conjoined by “and”
- Simple plot but may include several elaborate episodes
- Topics are familiar, but may include abstract or unfamiliar ideas
- Text layout is easy to follow, but font size may vary
- Texts range from ten to twenty pages
- Pictures begin to extend meaning of text
- New punctuation may be included (i.e., dashes, ellipses)
- Larger number of high frequency words/greater variety
- Includes more word endings, compound words, and multi-syllable words
- More opportunities for decoding words with familiar patterns

### E
- Sentences include more embedded phrases and clauses
- More variety in language including some literary language
- Topics range beyond the familiar
- Genres include realistic fiction, fantasy, and nonfiction (simple informational books)
- Font size may vary; Increased number of words and lines of print
- Texts range from ten to twenty pages
- Text structure is more complex, often with several simple episodes
- More characters, but not very developed
- Moderate picture support
- Greater variety of high frequency words
- Frequent dialogue and full range of punctuation
- More multi-syllable words and less common spelling patterns

### F
- Language reflects patterns that are more characteristic of written language than spoken language
- Concepts are more distant from local knowledge or the everyday world
- Some texts have abstract ideas which require discussion
- Themes emerge
- Genres include realistic fiction, human and animal fantasy, simple folktales, and nonfiction (informational texts)
- Text range from ten to thirty pages
- Full range of punctuation to enhance meaning
- Longer texts may have longer sentences and/or more lines of text per page and shorter texts may have unusual language patterns or technical words
- Greater variety in vocabulary

### G
- Sentences are longer with many embedded clauses
- Several high frequency words which increase in difficulty
- Large number of decodable words with regular and irregular patterns
- Several episodes with a variety of characters
- Ideas and vocabulary are more challenging with some specialized vocabulary
- Story line is carried by the text
- Pictures support and extend meaning
- Readers expected to remember information and action over a longer reading time

*Text Examples: Teddy Bear for Sale, Rabbit’s Party, Say It, Sign It*
<table>
<thead>
<tr>
<th>Level</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| **H** | *Language is not repetitious*  
*Full range of high frequency words*  
*Size and placement of print varies widely*  
*Some repeated episodes*  
*Content moves away from familiar experiences*  
*Genres include realistic fiction, fantasy, folktales, and nonfiction (informational texts)*  
*Characters tend to learn and change*  
*Picture support is used to enhance and extend meaning as well as arouse interest*  
*Story events require interpretation*  
**Text Examples:** *Follow the Leader* |
| **I** | *Multiple episodes are highly elaborated*  
*Most text lengths are about the same as G and H (10 - 30 pages) but have smaller print size; Some longer texts thirty to forty pages; Some chapter-like books*  
*Texts use a great deal of dialogue*  
*Pictures enhance meaning but provide little support for precise word solving*  
*Complex word solving is required with multi-syllable words*  
*Paragraphs and sentences are longer*  
*Readers transition to texts that my call for sustaining interest and meaning over several reading periods*  
*Most books are narrative fiction and folktales with a plot and solution*  
*Informational books are shorter with more difficult content*  
*Characters and story events require interpretation*  
**Text Examples:** *The Bunny Hop, The Dinosaur Who Lived in My Backyard* |
| **J** | *Stories have similar characteristics to level I but generally longer (over 50 pages)*  
*First chapter books*  
*Characters in series books will expand reading interest in reading, increasing the amount of time reading*  
*Large amount of dialogue*  
*Full range of punctuation within longer, more complex sentences with many adjectives and adverbs*  
*Texts have one main plot with several episodes over a period of time – chapter books may only cover a period of one day*  
*Requires more interpretation on the part of the reader*  
*Requires quick solving of new words, including three or four syllables.*  
**Text Examples:** *Mouse Tales, Henry and Mudge in Puddle Trouble, Seeds* |
| **K** | *Includes longer, slightly more complex chapter books with more characters*  
*Books have one plot, but many episodes are carried over a period of time*  
*Shorter books have more difficult vocabulary (not often used in speech by children), challenging content, or more complex themes*  
*Genres include realistic fiction, fantasy, and nonfiction (informational texts)*  
*Some fables or legends and historical fiction may be include (not requiring extensive background knowledge to understand)*  
*Some repeated episodes*  
*Content moves away from familiar experiences*  
*Genres include realistic fiction, fantasy, folktales, and nonfiction (informational texts)*  
*Characters tend to learn and change*  
*Picture support is used to enhance and extend meaning as well as arouse interest*  
*Story events require interpretation*  
**Text Examples:** *Follow the Leader* |
- Large amount of dialogue used to determine what is going on in the plot
- Characters show various perspectives
- Illustrations are placed throughout the text and are used to enhance enjoyment and helps students visualize
- Readers explore the various connotations of words

*Text Examples: Nate the Great and the Tardy Tortoise, Frog and Toad are Friends, What Happens When You Recycle?*

**L**

- Includes chapter books with fewer illustrations and complex picture books
- Texts contain many multi-syllable and technical words
- Words are used for a range of connotative meanings
- Print size is varied but often much smaller
- Most sentences end in the middle of lines and continue from one line to the next
- Includes a full range of genres from realistic fiction to biography
- More characters are speaking with dialogue not always assigned
- Plots and characters are more sophisticated
- Characters develop and change in response to events in the story
- Events in chapters build on each other requiring the reader to recall and keep track of information

*Text Examples: Pinky and Rex and the Spelling Bee, Horrible Harry in Room 2B, Looking at Insects*

**M**

- Chapter books are longer texts (60 - 100 pages) with short chapters and few pictures
- Informational books are shorter with new information and text features
- Includes a full range of genres from realistic fiction to biography
- Text has subtle meanings that require interpretation and background knowledge
- More complex and expanded plots
- More complex themes (i.e., respect for difference, loneliness, independence)
- Vocabulary may be introduced to create feeling or mood
- Writer’s style may be clearly marked by use of words, sentence structure, descriptions of characters, or humor

*Text Examples: Freckle Juice*

**N**

- Chapter books are usually one hundred or more pages with short chapters and memorable characters
- Nonfiction titles are generally shorter and may present social issues
- Topics of informational books and settings for narratives go well beyond readers’ personal experiences
- Complex picture books illustrate themes and build experience in character interpretation
- More demand on the reader to use a variety of strategies to understand plot, theme, and new vocabulary
- Writers use devices such as irony and whimsy to create interest and communicate the nature of characters

*Text Examples: Gooney Bird Greene, The Enormous Crocodile, The Magic Finger, Julian: Dream Doctor*

**O**

- Multiple characters are developed through what they say, think, and do or what others say about them
- Characters deal with everyday experiences and more serious problems such as war or death
- Genres expand to include historical and science fiction
- Chapter books have between fifty and two hundred pages
- Text have few illustrations - usually black and white drawings or photographs
- Highly complex sentences employ a wide range of punctuation necessary for understanding the text

**Text Examples:** *Beezus and Ramona, Night Crossing, Pippi Longstocking, The Secret Soldier: The Story of Deborah Sampson*

<table>
<thead>
<tr>
<th>P</th>
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<tbody>
<tr>
<td><strong>Wide variety of fiction and nonfiction</strong></td>
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<tr>
<td><strong>Fiction texts include novels with longer chapters</strong></td>
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<tr>
<td><strong>Characters are often concerned with issues related to growing up and family relationships</strong></td>
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<tr>
<td><strong>Settings are very detailed</strong></td>
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<tr>
<td><strong>Informational texts and biographies present complex ideas</strong></td>
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<tr>
<td><strong>Topics may be unfamiliar</strong></td>
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<tr>
<td><strong>Longer texts require readers to sustain interest and attention over several days</strong></td>
</tr>
<tr>
<td><strong>Structural complexity, theme sophistication, and necessary background experience increases</strong></td>
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**Text Examples:** *Encyclopedia Brown, Fantastic Mr. Fox, George's Marvelous Medicine, Justin and the Best Biscuits in the World, Stone Fox, Thank You, Jackie Robinson, Wayside School*

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<tbody>
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<td><strong>Topics may be unfamiliar</strong></td>
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<tr>
<td><strong>Longer texts require readers to sustain interest and attention over several days</strong></td>
</tr>
<tr>
<td><strong>More mature themes, focusing on problems of society as they affect children</strong></td>
</tr>
<tr>
<td><strong>Texts contain difficult words to solve, often including words from other languages</strong></td>
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**Text Examples:** *James and the Giant Peach, Tales of a Fourth Grade Nothing*

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<tbody>
<tr>
<td><strong>Fiction and nonfiction texts represent a range of times in history</strong></td>
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<tr>
<td><strong>Wider variety of texts</strong></td>
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<tr>
<td><strong>Sophisticated vocabulary requires an understanding of connotative shadings of meaning</strong></td>
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<tr>
<td><strong>Literary devices such as simile and metaphor require background knowledge</strong></td>
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<tr>
<td><strong>Technical aspects of texts require background knowledge</strong></td>
</tr>
<tr>
<td><strong>Mature themes include family problems, war, and death</strong></td>
</tr>
<tr>
<td><strong>Readers must connect concepts and themes to political and historical events or environmental information</strong></td>
</tr>
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</table>

**Text Examples:** *Because of Winn-Dixie, Charlie and the Chocolate Factory, The Midnight Fox, Sadako and the Thousand Paper Cranes, Sarah, Plain and Tall, The Trouble With Tuck, Hatchet, Hello, My Name is Scrambled Eggs, Shiloh, Strider*

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<tbody>
<tr>
<td><strong>Complex ideas and information</strong></td>
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<tr>
<td><strong>Includes a wide variety of topics and cultures</strong></td>
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<tr>
<td><strong>Paragraphs and sentences are complex requiring rapid and fluent reading with attention to meaning</strong></td>
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<tr>
<td><strong>Requires automatic assimilation of punctuation</strong></td>
</tr>
<tr>
<td><strong>Chapter books include all genres with many works of historical fiction and biographies</strong></td>
</tr>
<tr>
<td><strong>Texts present settings from that are distant from students’ own experiences</strong></td>
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</tbody>
</table>
| **Literary selections offer opportunities for readers to make connections with previously read texts as**
well as historical events
Text Examples: Matilda, A Taste of Blackberries, From the Mixed-Up Files of Mrs. Basil E. Frankenweiler, The Great Gilly Hopkins, Journey To Jo'burg: A South African Story, Trouble River, In the Year of the Boar and Jackie Robinson

T
- Include a variety of genres and text structures
- Chapter books are long, with few illustrations
- Readers need to recognize symbolism
- Texts contain many sophisticated, multi-syllable words that readers will need to analyze in terms of both literal and connotative meaning
- Readers need more prior knowledge of political and historical events and about the problems of different culture and racial groups
- Themes include growing up, demonstrating courage, and experiencing hardship and prejudice
Text Examples: Abel's Island, The Lion, the Witch and the Wardrobe, Sign of the Beaver, Bridge To Terabithia, Tracker, Sing Down the Moon

U
- Informational texts cover a wide range of topics and present specific technical information
- Illustrations require interpretation and connection to the text
- Narratives are complex with plots and subplots
- Texts have several different themes and characters
- Readers need to understand symbolism and themes which are more abstract
- Creative text formats are used
Text Examples: Julie of the Wolves, The Secret Garden, Wringer, Baseball in April, Nothing But the Truth, Number the Stars, The Watsons Go to Birmingham -1963

V
- Biographies go beyond simple narratives to provide significant amount of historical information and focus on harsh themes and difficult periods of history
- Science fiction presents sophisticated ideas and concepts
- Texts require readers to think critically
- Full appreciation of the texts requires noticing aspects of the writer’s craft
- Texts have print in a small font
- Novels may be two hundred to three hundred pages long

W
- Themes explore the human condition
- Fiction and nonfiction text present characters who suffer hardship and learn from it
- Writing is sophisticated, with complex sentences, literary language, and symbolism
- Text have print in a small font
- Readers must have an awareness of social and political issues to comprehend texts
- Fantasy and science fiction introduce heroic characters, moral questions, and contests between good
and evil

- Informational texts may present complex graphic information and require a whole range of content knowledge
- Readers must understand all the basic nonfiction organizational structures
- Narrative biographies include many details and prompt readers to make inferences about what motivated the subject’s achievements

*Text Examples: The Skin I’m In, Maniac Magee, Roll of Thunder Hear My Cry, A Stone in My Hand, Year of Impossible Goodbyes, The House on Mango Street*

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<tr>
<td>Science fiction at this level incorporates technical knowledge as well as high fantasy depicting quests and the struggle between good and evil</td>
</tr>
<tr>
<td>Readers are required to go beyond the literal meaning of the text to construct implied meaning by a writer’s use of symbolism</td>
</tr>
<tr>
<td>Continuing increase in the sophistication of vocabulary, language, and topic</td>
</tr>
<tr>
<td><em>Text Examples: Ties that Bind, Ties that Break, Where the Red Fern Grows, The Egypt Game, Zlata's Diary: A Child's Life in Sarajevo</em></td>
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<tbody>
<tr>
<td>Texts have subtle themes and complex plots</td>
</tr>
<tr>
<td>Include a whole range of social problems as themes with more explicit details (e.g., details about death or prejudice)</td>
</tr>
<tr>
<td>Texts include irony and satire, literary devices requiring readers to think beyond the literal meaning</td>
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<tr>
<td>Fantasies are complex, depicting hero figures and heroic journeys</td>
</tr>
<tr>
<td>Readers required to discern underlying lessons and analyze texts for traditional elements</td>
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<tr>
<td><em>Text Examples: The Schwa Was Here, The Giver, My Brother Sam is Dead</em></td>
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<tbody>
<tr>
<td>Informational books deal with controversial social concepts and political issues and include detailed historical accounts of periods less well-known</td>
</tr>
<tr>
<td>Readers learn new ways of finding technical information</td>
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<tr>
<td>Informational texts include complex examples of the basic organizational structures</td>
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<tr>
<td>Fiction texts explore a wide range of mature themes relative to the human condition</td>
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<tr>
<td>Fantasy texts present heroic quests, symbolism, and complex characters</td>
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<td>Some texts present graphic details of hardship and violence</td>
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<tr>
<td><em>Text Examples: Johnny Tremain, The Adventures of Tom Sawyer, Breadwinner, The Outsiders, Witness, Animal Farm, Farewell to Manzanar, The Golden Compass, Monster, Night, The Pearl, Scorpions, 145th Street Short Stories, Fahrenheit 451</em></td>
</tr>
</tbody>
</table>

Sources:

Novi Community School District web site. [http://www.novi.k12.mi.us/school](http://www.novi.k12.mi.us/school)

**21st Century Skills**

In grade K-2 student’s behavior is reported using a behavior that support learning rubric. As
student advance to grade 3 this category is redefined and reported under the 21st Century Skills category. The skills in this category are intended to complement academic skills and report on the student development in competencies necessary to succeed in 21st century life. This report card category will be reported in grade 3 with a skills mark assigned using the following rubric.

South Harrison School District
21st Century Skills Rubric

<table>
<thead>
<tr>
<th>Progress Indicators- 21st Century Skills</th>
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<tbody>
<tr>
<td>3 = Meets grade level Expectations</td>
</tr>
<tr>
<td>1 = Approaching grade level expectations</td>
</tr>
<tr>
<td>2= Needs Improvement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Skills NJ SLS</th>
<th>T1</th>
<th>T3</th>
<th>T3</th>
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<tbody>
<tr>
<td>Demonstrates originality &amp; inventiveness in work (SL.4.5)</td>
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<tr>
<td>Develops, implements, &amp; communicates new ideas to others (SL.4.1) (MP.4)</td>
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<tr>
<td>Is open and responsive to new and diverse perspectives</td>
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<tr>
<td>Acts on creative ideas to make a tangible &amp; useful contribution to the domain in which the innovation occurs (MP.5)</td>
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<tr>
<td>Exercises sound reasoning &amp; understanding (SL.4.3) (MP.1) (MP.8)</td>
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<tr>
<td>Makes complex choices &amp; decisions (SL.4.1.d) (MP.2)</td>
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<tr>
<td>Understands the interconnections among systems (SL.4.2)</td>
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<tr>
<td>Identifies &amp; asks significant questions that clarify points of view and lead to better solutions (SL.4.1.c)</td>
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<tr>
<td>Frames, analyzes, &amp; synthesizes information in order to solve problems &amp; answer questions (SL.4.1.a) (MP.7)</td>
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<tr>
<td>Demonstrates the ability to work effectively with diverse teams (MP.3)</td>
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<tr>
<td>Exercises flexibility &amp; willingness to make compromises to accomplish a common goal (SL.4.1.b)</td>
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<tr>
<td>Shares responsibility for collaborative work</td>
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<tr>
<td>Articulates thoughts clearly and effectively through speaking and listening (SL.4.4) (MP.6)</td>
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</table>
Math Domain: Operations and Algebraic Thinking

Math Cluster 1: Represent and solve problems involving multiplication and division

Standards under this domain:

**NJ SLS 3.OA.A.1**
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 × 7.

**NJ SLS 3.OA.A.2**
Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

**NJ SLS 3.OA.A.3**
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

**NJ SLS 3.OA.A.4**
Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?
Math Domain: Operations and Algebraic Thinking

Math Cluster 2: Understand properties of multiplication and the relationship between multiplication and division

**CCSS.3.OA.B.5**
Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

**NJ SLS 3.OA.B.6**
Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Math Cluster 3: Multiply and divide within 100

Standards under this:

**NJ SLS 3.OA.C.7**
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Math Cluster 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Standards under this:

**NJ SLS 3.OA.D.8**
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**NJ SLS 3.OA.D.9**
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
Math Domain: Numbers & Operations in Base Ten

**Math Cluster 1:** Use place value understanding and properties of operations to perform multi-digit arithmetic.

**Standards under this:**

**NJ SLS 3.NBT.A.1**
Use place value understanding to round whole numbers to the nearest 10 or 100.

**NJ SLS 3.NBT.A.2**
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**NJ SLS 3.NBT.A.3**
Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

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Math Domain: Number & Operations - Fractions

**Math Cluster 1:** Develop understanding of fractions as numbers

**Standards under this:**

**NJ SLS 3.NF.A.1**
Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$.

**NJ SLS 3.NF.A.2**
Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- **NJ SLS 3.NF.A.2.a**
  Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

- **NJ SLS 3.NF.A.2.b**
  Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.
**NJ SLS 3.NF.A.3**
Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- **NJ SLS 3.NF.A.3.a**
  Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

- **NJ SLS 3.NF.A.3.b**
  Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

- **NJ SLS 3.NF.A.3.c**
  Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.

- **NJ SLS 3.NF.A.3.d**
  Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

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**Math Domain: Measurement and Data**

**Math Cluster 1: Solve problems involving measurement and estimation**

**Standards under this domain:**

- **NJ SLS 3.MD.A.1**
  Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

- **NJ SLS 3.MD.A.2**
  Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

**Math Cluster 2: Represent and interpret data**

**Standards under this domain:**

- **NJ SLS 3.MD.B.3**
  Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**NJ SLS 3.MD.B.4**

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

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### Math Cluster 3: Geometric measurement: understand concepts of area and relate to multiplication and to addition

#### Standards under this domain:

**NJ SLS 3.MD.C.5**

Recognize area as an attribute of plane figures and understand concepts of area measurement.

- **NJ SLS 3.MD.C.5.a**
  
  A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

- **NJ SLS 3.MD.C.5.b**
  
  A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.

**NJ SLS.Math.Content.3.MD.C.6**

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

**NJ SLS 3.MD.C.7**

Relate area to the operations of multiplication and addition.

- **NJ SLS 3.MD.C.7.a**
  
  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.

- **NJ SLS 3.MD.C.7.b**
  
  Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

- **NJ SLS 3.MD.C.7.c**
  
  Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- **NJ SLS 3.MD.C.7.d**
  Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

### Math Cluster 4: Geometric measurement: recognize perimeter

#### Standards under this domain:
- **NJ SLS 3.MD.D.8**
  Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

### Math Domain: Geometry

#### Math Cluster 1: reason with shapes and their attributes

#### Standards under this domain:
- **NJ SLS 3.G.A.1**
  Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

- **NJ SLS 3.G.A.2**
  Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
Frequently Asked Questions (FAQs):

**What is a standard?**
A Standard is a statement that defines what all public school students in New Jersey should understand and be able to do in core curriculum areas (English/Language Arts, & Math). Learning standards for each academic content area and grade span are identified in the Common Core State Standards (CCSS). These standards may be viewed online at the New Jersey Department of Education’s website:
http://www.state.nj.us/education/cccs/ or at http://www.corestandards.org/

**What is the purpose of a standards-based report card?**
The purpose of this new standards-based report card is to provide feedback to students, parent/guardians regarding the progress a student is making toward specific learning standards at their grade level. The end of year grade level standards are clearly defined in content area curricula and reported by cluster on the report card at each grade level.

With the official adoption of the Common Core State Standards (CCSS), the South Harrison school district is refining both standards used in the classroom and students’ progress towards mastering those standards when reporting to parents. In 2016 these standards were adjusted and adopted as the New Jersey Student Learning Standards. It is the district’s intent to show standards which are clearly defined and integrated on the report card at each grade level. For more detailed information regarding grade level and content specific information visit the state website at http://www.state.nj.us/education/cccs/ or http://www.corestandards.org/

**Key Terms:**
- **Assessment**—The ongoing process of gathering data or giving feedback about a student’s performance in order to determine strengths and weaknesses, improve instruction, and document student progress.
- **Benchmark**—A reachable target value for student learning at various points of the year. It is a guide on the path towards mastery in a given content area. Benchmark values are utilized as part of the trending process.
- **Cluster of Standards**—Clusters are groups of related standards.
- **Curriculum Guide**—A document that defines the standards for each content area, and provides descriptive statements that indicate how the standards are applied at each grade level.
- **Rubric**—A tool used to assess a student’s performance on a specific task, assignment or assessment. A rubric identifies pre-determined criteria used to evaluate the degree to which standards have been met.
- **Standard**—A statement that identifies what all public school students in New Jersey and on a national level, should know and be able to do. Learning standards
for each academic content area and grade span are identified in the National Common Core State Standards document located at http://www.corestandards.org/

- **Trending**– is a process used to evaluate a student’s performance over a specific period of time.

**What is the purpose of standards based grading (SBG)?**
The purpose of the SBG is to provide feedback to parents and families regarding the progress their student is making toward a specific cluster of learning standards at their grade level in a given content area. The report card is in alignment with the official adoption of the Common Core State Standards (CCSS) and clearly define the curriculum reported card for each grade.

**How are these grade level standards graded?**
Students’ ability to meet the cluster of learning standards will be determined using a variety of methods (such as formal, informal, oral and written assessments, and teacher observation) which allows teachers to identify whether the student is Exceeding the grade level Cluster of Standards, Meeting the grade level Cluster of Standards, Partially Meeting the grade level Cluster of Standards, or has Not Met the grade level Cluster of Standards.

The comment section of the report card and PowerSchool Parent Portal will provide additional information that the teacher uses to assess student progress.

**How are these grade level standards marked on the report card?**
The K-2 standards-based report card includes specific clusters of standards relating to the knowledge and skills a student should meet by the end of the school year in each grade. It uses a reporting scale (rubric) to reflect your student’s progress toward meeting each cluster of standards at the end of the school year. (See scale and rubric)

**South Harrison Elementary School district Grade Level Benchmark in Math:**
The math and English/Language Arts curriculum in grades kindergarten through 6th grade has been revised to align to the Common Core State Standards. The curriculum includes common assessments to define what students know and understand relative to the Common Core State Standards (CCSS) within a given grade level.

**Is it possible to get a 1, 2, 3, or E in each trimester on each of the standards?**
Yes. All students have the ability to earn a 1, 2, 3, or E on any standard, in all of the trimesters, that has not been greyed out. The standards on the report card describe the end of year performance however in each trimester we have goals for students that are trimester specific. Students exceeding those goals on the way to mastering the end of year standards, as described on the report card, can therefore earn a 1, 2, 3 or E.
What is the instructional focus for English/Language in Third Grade?
The Standards comprise three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, one for ELA and one for history/social studies, science, and technical subjects.

Each section is divided into strands. K-5 and 6-12 ELA have Reading, Writing, Speaking and Listening, and Language strands. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.
Math - What is the instructional focus for math in Third Grade?

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes.
Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

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

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Math - What are the Mathematical Practices (MP) referenced and graded on the report card?**

- **MP 1: Makes Sense of Problems and Perseveres in Solving Them**
  Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
  - They **analyze** givens, constraints, relationships, and goals.
  - They **make conjectures** about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
  - They **consider analogous problems**, and try special cases and simpler forms of the original problem in order to gain insight into its solution.
  - They **monitor and evaluate** their progress and change course if necessary.

  Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.

  Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

- **MP 2: Reason Abstractly and Quantitatively**
  Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to **decontextualize**—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to **contextualize**, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.

  Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- **MP 3: Construct Viable Arguments and Critique the Reasoning of Others**
  Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They
are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.

Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

- **MP 4: Model with Mathematics**
  Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.

  By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

- **MP 5: Use Appropriate Tools Strategically**
  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.

  Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

  For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making
Mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.

Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

- **MP 6: Attend to Precision**
  Mathematically proficient students try to communicate precisely to others.
  - They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately.
  - They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem.
  - They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

- **MP 7: Look for and Make use of Structure**
  Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.

  Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$.

  - They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.
  - They also can step back for an overview and shift perspective.
  - They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$.

- **MP 8: Look for and Express Regularity in Repeated Reasoning**
  Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.
By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation \((y - 2)/(x - 1) = 3\). Noticing the regularity in the way terms cancel when expanding \((x - 1)(x + 1)\), \((x - 1)(x^2 + x + 1)\), and \((x - 1)(x^3 + x^2 + x + 1)\) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.