

Identified Indicators for CH-UH Report Card Grade 3

Reading

Phonemic Awareness, Word Recognition and Fluency

- 1 Figuring out words by sounding out letters.
- 2 Using word families (e.g., -ite or -ate or -ould or -ight to sound out words).
- 3 Reading with ease with changes in tone, timing and expression to show understanding.

Acquisition of Vocabulary

- 1 Determining the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
- 2 Using prefixes and suffixes, contractions, abbreviations and root words to determine what words mean.
- 3 Using dictionaries, glossaries or technology to determine the meaning of words and how to pronounce them.
- 4 Applying the meaning of the terms synonyms and antonyms.

Reading Process - Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- 1 Establishing a purpose for reading (personal interest, suggestions from others).
- 2 Summarizing texts, sequencing information accurately and include main ideas and details as appropriate using graphic organizers as way to demonstrate comprehension.
- 3 Making predictions, inferences and conclusions regarding events and possible outcomes from information in text.
- 4 Comparing (what is alike) and contrasting (what is different) between reading materials.
- 5 Answering literal, informational and evaluative questions to demonstrate comprehension of grade appropriate text.

Reading Applications - Informational, Technical and Persuasive Text

- 1 Listing questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identifying answers.
- 2 Identify the main/central idea and supporting details of the reading material.
- 3 Drawing conclusions from information in maps, charts, diagrams and graphs.
- 4 Using the table of contents, index, captions and illustrations to locate information and comprehend texts.

Reading Applications - Literary Text

- 1 Using details from the reading material to describe theme, main/central idea, characters and setting (time, location).
- 2 Retelling the order in which things happen in a story.
- 3 Understanding what defines a fairy tale, folk tale, poetry, fiction and non-fiction.
- 4 Describing ways the author tries to influence the readers feelings.

Writing

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Writing Process

- 1 Developing a purpose (e.g. to inform, to entertain) and audience for writing.
- 2 Developing a clear main idea for writing.
- 3 Using organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- 4 Creating paragraphs with a topic sentence and supporting details using a variety of sentence patterns and structures.
- 5 Rereading and revising own writing to make sure it is clear using prereading and reference material.

Writing Applications

- 1 Writing narratives that put events in order and develop characters.
- 2 Writing a report that includes main idea and details from the reading.
- 3 Writing a responses and producing informal writing such as journals and poems after reading text such as a story or poem .
- 4 Writing letters such as thank you notes that include relevant information: the date, proper salutation, body, closing and signature.

Writing Conventions

- 1 Writing legibly.
- 2 Using punctuation accurately.
- 3 Correctly spelling most words, even difficult words.
- 4 Applying grammar and usage indicators correctly, contributing to writing clarity and style.

Research/Communication

- 1 Choosing a topic for research form a list of questions, assigned topic or personal area of interest.
- 2 Sorting relevant information into categories about the topic.
- 3 Delivering an information or persuasive presentation that demonstrates language appropriate to purpose and audience.

Mathematics

Numbers, Number Sense and Operations

- 1 Recognizing and providing a variety of equivalent forms of whole numbers.
- 2 Using mathematical language and symbols to compare numbers and to put them in order (e.g., less than, greater than, equal to, $<$, $>$, $=$).
- 3 Counting money and making change using coins and paper bills up to \$10.
- 4 Using place value concepts to represent numbers with numerals, words and models.
- 5 Using words, numerals and models to represent fractions (e.g., $\frac{1}{4}$ and one-fourth on a number line) and mixed numbers.
- 6 Comparing and ordering commonly used fractions.
- 7 Explaining and using relationships between addition, subtraction, multiplication and division.
- 8 Recalling or finding basic multiplication facts (through 10) and related division facts quickly and accurately.
- 9 Estimating the results and reasonableness of computations.
- 10 Adding and subtracting whole numbers with and without regrouping.

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- 11 Multiplying and dividing two- and three-digit numbers by a single-digit number (e.g., $25 \div 5$).

Measurement

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| 1 Identifying, reading and selecting appropriate units for measuring length, volume, weight and temperature. | 2 Measuring weight, length and capacity to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate. |
| 3 Estimating perimeter, area and volume. | 4 Telling time to the nearest minute and finding how much time has passed using a calendar or a clock. |
| 5 Establishing personal reference to determine appropriate units of measurement (everyday objects). | |

Geometry and Spatial Sense

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| 1 Describing the properties of two-dimensional shapes and three-dimensional objects. | 2 Describing the size of angles with respect to right angles. |
| 3 Finding locations on a grid such as a graph or a map. | 4 Drawing lines of symmetry. |

Patterns, Functions and Algebra

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| 1 Extending an arithmetic sequence with and without a calculator. | 2 Using patterns to make predictions and solve problems. |
| 3 Representing problem situations using equations (e.g., $5 + n = 7$) and inequalities (e.g., $m + 2 < 5$). | 4 Writing and solving simple number sentences. |
| 5 Using a table to record information and to look for patterns and make predictions. | 6 Describing a quantitative (amount) change. |

Data Analysis and Probability

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| 1 Reading and interpreting tables, charts, graphs and timelines as sources of information. | 2 Collecting data from an experiment such as recording a measurement (e.g., change of temperature every hour for 4 hours). |
| 3 Transferring information from charts into graphs. | 4 Finding the mode of a set of data. |
| 5 Creating and reading picture graphs where a symbol stands for more than one object and bar graphs with scales marked in multiples of 10. | 6 Using pictures, diagrams and lists to solve problems involving possible arrangements (e.g., How many different combinations of shirts can be taken from 4 shirts?). |

Science

Earth and Space Science

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| 1 Observing and investigating the properties of rocks. | 2 Observing and investigating the properties of soil. |
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Life Science

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| 1 Comparing the life cycles of different animals. | 2 Relating animal structures to the specific ways they survive. |
| 3 Classifying animals according to their characteristics. | 4 Observing evidence of fossil's environment and relate that to modern day organisms. |

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- 5 Describing how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

Physical Science

- 1 Describing an object's position, motion, and the forces that affect it.

Science and Technology

- 1 Using the scientific method to create a simple design to solve a problem.

Scientific Inquiry

- 1 Using the correct tools and safety procedures to measure and record length and weight in metric (meters) and English (yards) units.

- 3 Reading and explaining simple tables and graphs produced by yourself and others.

- 5 Communicating scientific findings to others through different ways such as pictures, written, spoken and recorded observations.

- 2 Discussing observations and measurements made by other people.

- 4 Recording and organizing observations (e.g., journals, charts, tables).

Scientific Ways of Knowing

- 1 Describing different kinds of investigations that scientists use depending on the questions they are trying to answer.

- 2 Keeping records of investigations and observations and not changing the records that are different from someone else's work.

Social Studies

History

- 1 Being able to measure time by years, decades and centuries.

- 3 Describing changes in a community over time including physical and man-made features.

- 2 Putting local historical events on a timeline.

People in Societies

- 1 Comparing some of the customs and traditions of different groups of people who have lived in the local community including religion, food, language and art.

- 2 Comparing the traditions of the local community with those of other communities in Ohio, the United States and countries of the world.

Geography

- 1 Using a compass rose and cardinal directions (north, south, east, west) to describe the location of places.

- 3 Using a number/letter grid to locate physical and human features on a map.

- 2 Reading maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.

- 4 Finding the equator, the Arctic Circle, the Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

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- 5 Identifying ways that physical traits of the environment such as bodies of water or climate affect and have been changed by the community.

Economics

- 1 Understanding that consumers are people who purchase goods and services, and producers are people who make goods and services.
- 2 Being able to tell if an activity is consumption (purchasing goods) or production (making goods).
- 3 Explaining the advantages and disadvantages task specialization.
- 4 Identifying examples of economic competition in the local community.

Government

- 1 Explaining the major functions of the government including: a) Promoting order and security; b) Making laws; c) Settling disputes (disagreements, arguments); d) Providing public services; e) Protecting the rights of individuals.
- 2 Explaining the structure (arrangement) of the local government and identifying local leaders such as the township trustees, county commissioners, city council members or the mayor.
- 3 Telling where the local government buildings are located and the functions or duties that are carried out there.
- 4 Identifying goods and services provided by the local government, why people need them and how they are funded (e.g., through taxes).

Citizen Rights and Responsibilities

- 1 Describing ways that people make the community a better place to live.
- 2 Describing the responsibilities of citizenship.

Social Studies Skills and Methods

- 1 Collecting information, organizing it and using it to make decisions.
- 2 Getting information about local issues from different sources.
- 3 Identifying possible cause and effect relationships.
- 4 Reading and understanding pictographs, bar graphs and charts.
- 5 Using a problem-solving/decision-making process.