



Third Grade Reporting Standards

ENGLISH LANGUAGE ARTS		
<p>Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program. The development of literacy skills is supported by our library curriculum that focuses on literature appreciation, informational literacy skills, and cultivating a lifelong love of reading through exposure to a wide variety of reading materials.</p>		
Trimester One	Trimester Two	Trimester Three
<p><u>Reading</u></p> <ul style="list-style-type: none"> Describes characters in a story (e.g., their traits, motivations, or feelings) Shares understanding of fictional story elements using text evidence Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers Reads and comprehends appropriate grade level text <p><u>Writing</u></p> <ul style="list-style-type: none"> Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences With guidance and support from adults, produces writing in which the development and organization are appropriate to task and purpose 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers Determines the main idea of a text, recounting key details and explaining how they support the main idea Uses text features and search tools to locate information relevant to a given topic efficiently Reads and comprehends appropriate grade level text <p><u>Writing</u></p> <ul style="list-style-type: none"> Writes informative/explanatory texts to examine a topic and convey ideas and information clearly With guidance and support from adults, produces writing in which the development and organization are appropriate to task and purpose Conducts short research projects that build knowledge about a topic 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Describes characters and explains how their actions contribute to the sequence of events Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters Distinguishes their own point of view from that of the author of a text Reads and comprehends appropriate grade level text <p><u>Writing</u></p> <ul style="list-style-type: none"> Writes opinion pieces on topics or texts, supporting a point of view with reasons With guidance and support from adults, produces writing in which the development and organization are appropriate to task and purpose With guidance and support from adults, uses technology to produce and publish writing as well as to interact and collaborate with others

ENGLISH LANGUAGE ARTS CONTINUED

Trimester One

Listening and Speaking

- Engages effectively in collaborative discussions on diverse topics and texts, building on others' ideas and expressing their own clearly

Language

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of standard English capitalization, punctuation, and spelling when writing

Trimester Two

Listening and Speaking

- Engages effectively in collaborative discussions on diverse topics and texts, building on others' ideas and expressing their own clearly

Language

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of standard English capitalization, punctuation, and spelling when writing

Trimester Three

Listening and Speaking

- Engages effectively in collaborative discussions on diverse topics and texts, building on others' ideas and expressing their own clearly

Language

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of standard English capitalization, punctuation, and spelling when writing

MATH

The elementary math is aligned to the Common Core State Standards (CCSS) which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real world issues and challenges, preparing students to think and reason mathematically.

Trimester One	Trimester Two	Trimester Three
<p><u>Number Sense and Operations</u></p> <ul style="list-style-type: none"> • Uses addition and subtraction to solve multi-step story problems • Identifies patterns among addition and subtraction facts • Fluently adds and subtracts 2-digit numbers • Uses multiple strategies to add and subtract within 1,000 	<p><u>Number Sense and Operations</u></p> <ul style="list-style-type: none"> • Demonstrates understanding of multiplication using a variety of models • Uses place value understanding to round whole numbers to the nearest 10 or 100 • Solves multiplication and division story problems within 100 <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Demonstrates an understanding of a unit fraction (e.g. $\frac{1}{2}$, $\frac{1}{6}$, $\frac{1}{8}$) • Compares fractions <p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> • Tells time to the minute 	<p><u>Number Sense and Operations</u></p> <ul style="list-style-type: none"> • Understands what it means to divide • Writes story problems to represent multiplication equations • Writes story problems to represent division equations • Demonstrates fluency with multiplication facts <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Locates and places fractions correctly on a number line • Recognizes and generates equivalent fractions <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Sorts and classifies shapes using their attributes

SCIENCE

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding.

Trimester One

Life Science

- Uses evidence to explain how variations (traits, characteristics, and environment) influence survival in species
- Develops models to describe similarities and differences life cycles of organisms
- Analyzes data to provide evidence that plants and animals have inherited traits and variations

Trimester Two

Engineering Design

- Constructs an argument about the impact of group behavior and habitats on the survival of organisms
- Analyzes data, such as scale, proportion, and quantity, from fossils to provide evidence of the organisms and the environments in which they lived long ago
- Makes a claim about the benefits of a solution to the problem caused by environmental changes that affect an organism's survival

Trimester Three

Physical Science

- Makes observations and measurements of an object's motion to identify patterns that can be used to predict its future motion
- Designs and conducts an experiment that demonstrates how balanced and unbalanced forces affect an object's motion
- Solves a design problem using knowledge about magnets

Earth & Space Science

- Obtains and displays weather data in both tables and graphs to describe the typical weather conditions for a specific season
- Obtains information about weather-related problems and designs solutions to reduce their impact

SOCIAL STUDIES

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action. Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels. Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States.

Trimester One	Trimester Two	Trimester Three
<p><u>Inquiry</u></p> <ul style="list-style-type: none"> • Develops questions to guide inquiry and research • Uses primary and secondary sources to evaluate information <p><u>Civics</u></p> <ul style="list-style-type: none"> • Describes how people improve their communities over time <p><u>History</u></p> <ul style="list-style-type: none"> • Describes how significant people, events, and developments have shaped a community 	<p><u>Geography</u></p> <ul style="list-style-type: none"> • Locates major landforms and bodies of water on a map or other representation • Compares how people modify and adapt to environments <p><u>Economics</u></p> <ul style="list-style-type: none"> • Generates examples of the goods and services that governments provide <p><u>History</u></p> <ul style="list-style-type: none"> • Creates and uses a chronological sequence of events • Describes how significant people, events and developments have shaped a community 	<p><u>Inquiry</u></p> <ul style="list-style-type: none"> • Develops claims using multiple sources to answer essential questions <p><u>Geography</u></p> <ul style="list-style-type: none"> • Compares how people modify and adapt to the environment and culture in our community and other places <p><u>Economics</u></p> <ul style="list-style-type: none"> • Compares the goods and services produced and used in communities around the world

SPANISH

Spanish for students in grades one through five focuses on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language. Thematic units provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.

Trimester One	Trimester Two	Trimester Three
<ul style="list-style-type: none"> • Demonstrates understanding of words and phrases • Produces words and phrases 	<ul style="list-style-type: none"> • Demonstrates understanding of words and phrases • Produces words and phrases 	<ul style="list-style-type: none"> • Demonstrates understanding of words and phrases • Produces words and phrases

ART		
<p>The purpose of art education is to foster critical thinking and promote creativity. In District 28, students explore how art is used to communicate, how art expresses different points of view, and identifies how art can be found everywhere and influences aspects of our daily lives. Students will not only experience using different tools and techniques in order to create meaningful works of art, but will also reflect and share the work they create with others.</p>		
Trimester One	Trimester Two	Trimester Three
<ul style="list-style-type: none"> Communicates ideas visually through balance and rhythmic design 	<ul style="list-style-type: none"> Expresses a point of view through portraiture 	<ul style="list-style-type: none"> Identifies and visually uses inspiration from around the world

MUSIC		
<p>The purpose of music education in District 28 is to cultivate thoughtful members of society who are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.</p>		
Trimester One	Trimester Two	Trimester Three
<ul style="list-style-type: none"> Shows phrasing, style, and musical expression using creative movement 	<ul style="list-style-type: none"> Interprets basic melodic notation (mi re do) 	<ul style="list-style-type: none"> Performs intermediate rhythmic patterns

PHYSICAL EDUCATION		
<p>District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive, and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthy living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally. Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.</p>		
Trimester One	Trimester Two	Trimester Three
<ul style="list-style-type: none"> Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Understands concepts related to health promotion 	<ul style="list-style-type: none"> Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Understands concepts related to health promotion 	<ul style="list-style-type: none"> Understands motor skills and movement patterns Demonstrates knowledge and skills to improve fitness Understands concepts related to health promotion

PROCESS SKILLS: CHARACTERISTICS OF A SUCCESSFUL LEARNER

District 28 values developing our students' essential skills as well as their content knowledge. Characteristics of a Successful Learner are the standards that provide information regarding a students' independence and initiative, work habits, and communication and collaboration.

Grades 2-3 All Standards Trimester 1, 2, and 3

Independence and Initiative

- Follows routines and instructions
- Self-Advocates
- Perseveres and problem solves
- Accepts responsibility for behavior

Work Habits

- Completes tasks and assignments independently
- Uses class time effectively
- Organizes and manages work/materials
- Produces quality work

Communication and Collaboration

- Shows respect for self and others
- Actively listens
- Participates appropriately in discussion

Academic Levels of Proficiency

Level 4 – Exceeds = Student independently applies knowledge in novel and unexpected ways.

Level 3 – Meets = Student understands concepts and demonstrates proficiency. Student can show understanding and apply his/her learning.

Level 2 – Approaching = Student is approaching understanding, but still needs support from teachers and parents.

Level 1 – Below = Student is beginning to identify concepts, but does not demonstrate understanding. Student requires a high level of support.

Characteristics of a Successful Learner Levels of Proficiency

Level 4 – Exceeds = Student consistently and independently demonstrates characteristics.

Level 3 – Meets = Student often demonstrates the characteristics.

Level 2 – Approaching = Student needs teacher reminders to successfully demonstrate characteristics.

Level 1 – Below = Student rarely demonstrates the characteristics and needs significant support.