

Oakland Elementary School

Third Grade Handbook



Resources for Third Graders
2011 – 2012

Name

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Please keep this handbook in your homework binder and reference it as needed. Many resources are included that will be used throughout the school year as new skills are taught. Third graders are not expected to use these skills and resources until they have received instruction in the classroom. A guideline for when we should be using the resources is provided in the chart below.

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Third Grade Survival Guide

The intent of the survival guide is to provide an overview of the third grade curriculum. Please feel free to contact us throughout the year if you have any questions or concerns. With school and home working together, we know that your child can have a very successful year.

Language Arts



Our reading series, published by Houghton Mifflin, is a comprehensive language arts program. It includes reading, writing, grammar, and spelling.

We take an integrated approach to language arts, tying reading and writing closely together. Our goal is language development, both spoken and written. As the students progress in writing, basic sentence structure and punctuation appropriate for their level is emphasized. The children will learn to write formal paragraphs and eventually will write multiple-paragraph essays. DEAR (Drop Everything And Read) time is a part of our curriculum that is beneficial to language development. Students read independent reading selections silently during this time. For the most part, these books should be at your child's reading lexile level. The third grade lexile range is 500-800.

Mathematics

We are using the enVisionMATH series which focuses on conceptual understanding, computational skills, and problem solving. Lessons include problem-based, interactive learning and step-by-step visual learning. Topics include numbers and operations, algebraic thinking, fractions, geometry, measurement, and data. Students will work on mastery of all basic facts including multiplication facts (0-9).



Science



Our science series is published by Scott Foresman. We will cover life science (plants, animals, ecosystems, food chains), earth science (rocks, changes on Earth, natural resources), physical science (energy, sound), and space and technology. The content is rich and interactive. Students will participate in many hands-on activities and experiments in class. The science textbook and various practice activities can be found online at www.pearsonsuccessnet.com. Your child can log on with the username and password assigned by the school.



Social Studies

We use a social studies series called *Social Studies Alive!* It stresses interaction and simulations. Topics of study include geography, history, economics, government, and cultural diversity through a focus on communities.

Art

The children attend art class once a week for 60 minutes. Creativity, self-expression, manipulation of new materials, and pride in work are the most important concepts introduced. Proper use of materials, vocabulary, art appreciation, and development of new skills are also stressed.



Music

Music is taught in two 30-minute periods each week. The curriculum develops the use of patterns introduced in the lower grades and provides experience with multiple sounds through the use of rounds. The children learn to both read and write music on the staff. Attentive participation and development of music reading and writing skills are the basis of student evaluation.

Physical Education

The children attend physical education for three 30-minute periods each week. The teacher strives to foster a continued enjoyment of physical activity, focus on cooperation with group effort, and initiate an awareness of physical fitness.

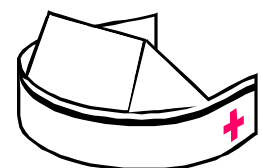


Learning Center

Third grade students visit the Learning Center for 60 minutes once a week. Students spend 40 minutes in the computer lab with lessons provided by the Learning Center teacher and 20 minutes checking out library books. School library books have a two-week circulation.

School Nurse

The school nurse provides services to students such as emergency care, health education programs, vision and hearing testing, and communicable disease prevention and control.





Counselor

The counselor works with students on an individual, group, or classroom basis and serves the needs of all students. She works closely with teachers, parents, school administrators, and other professionals to provide students with the best possible resources and services.

Student-led Conferences & Portfolio Sharing

All third grade students will keep an individualized portfolio during the school year to keep track of their personal academic growth. The portfolio will include samples of reading, writing, and math activities.

In the fall, students and parents will create an action plan to reach the state standards for first semester. During the year, the students will compare their samples and be able to identify their strengths, progress, and areas where they continue to need improvement.

At the second nine-week grading period (mid-February), students will invite their parents to school to share their portfolios. During this time, students will be in charge of their portfolios and running the conference. Students will share their growth and show how they are reaching the state standards. The students will also revise their action plans for second semester with the guidance of their parents during this time.

At the end of the year, we will have a portfolio-sharing picnic to celebrate their successful year. Students will invite their parents to come during the school day and have a working lunch. During the picnic, the students will again share their portfolios and the growth they have made throughout the school year.



Behavior

Oakland students receive instruction in behavior expectations and character education. Students are expected to comply with procedures and processes in all settings. Our school-wide behavior system referred to as HOOT, How Oakland Operates Together, uses a progressive system to redirect inappropriate behavior. The Oakland School website offers more information about HOOT at Oakland.

- Verbal Redirection – Student is verbally reminded of the expected behavior.
- Visual Cue—Student is given a classroom visual reminder.
- Vicinity Change—Student goes to a classroom “thinking spot” to complete a reflection form.
- Vacate—If the minor behavior persists or the student commits a major offense, the student is sent to the office with a Referral Form.



Lunch Money



Our school offers several lunch options. You can pay for school lunches at www.mylunchmoney.com. You can also send a check in a sealed envelope with the title "Lunch Money," your child's name, teacher, and grade. Students can give it to their classroom teacher to be sent to the office with other morning notes. The cafeteria notifies families of the balance due through weekly bills, but you can pre-pay for lunches and check your balance online anytime.

Absences

Please notify the office staff when your child will be absent. If you would like your child's work gathered and sent home at the end of the day with a sibling or left in the office, please request it when you call to report the absence. Work will NOT be gathered in advance of an absence, such as when families take a vacation. Your child will be provided with that work when he/she returns. Your child has one day to make up work for each day he/she was absent. If work is not made up in a timely fashion, it is considered late. It is your child's responsibility to keep track of the work and complete it on time. Extra copies will not be provided if they are lost. Additionally, updated lists of incomplete work will not be created for you and your child.



Changes in Transportation

If your after school plans must change, the classroom teacher must be notified. Please send a note to school in the morning and/or call the office secretaries. If the teacher is not made aware of the change, your child will be sent home the normal way. This policy is in place to ensure the safety of your child.

Book Orders

This year you will have the option of ordering books for your child from book clubs. You can place your orders online at www.scholastic.com/parentordering or send your order and money to the classroom teacher. Please make checks payable to Scholastic or send the exact amount of cash. It is very important that an adult fill out the order form and handle the money.



Book clubs offer a wide variety of inexpensive, quality literature. You may consider ordering books for birthdays or holidays. Just send a note stating that the order is a gift and we will hold them for you until it is convenient for you to pick them up.

Birthdays



If you would like to provide treats for your child's birthday, you may send them to school with your child or bring them to the school office. Due to our busy schedules, a simple treat is requested, one that can be passed around by the birthday child at a convenient time for us to enjoy. Please DO NOT send a drink that needs to be poured or a cake or cookie that needs to be cut. We prefer pre-packaged snack-size treats. It is very helpful if you avoid sending a variety (thirteen white cupcakes and thirteen chocolate cupcakes) as it can lead to disagreements.

Napkins are also appreciated. Please check with your child's teacher in advance to find out the number of students and any allergy restrictions. You do not need to send many extra treats as we only allow students to share extra treats with up to two additional teachers. Dr. Scharf offers birthday boys and girls a birthday book. Your child can stop by the office on his/her special day to select one.

Birthday party invitations CANNOT be passed out at school. Please use the U.S. mail system. This is a District 87 policy stated in the purple handbook. Therefore, we will not allow students to pass out invitations to parties in our classrooms, during morning assembly, at recess, in the bus line, etc. If invitations are passed out by students during school hours, they will be collected and sent home with the birthday child to be mailed. We want to avoid hurt feelings. Thank you for understanding and abiding by this directive.

Toys and Games

Toys and games are not allowed at school, unless they are pre-approved by the teacher for academic reasons. Please talk to your child about leaving these items (electronic devices, collectable cards, stuffed animals, board games, sports equipment, etc.) at home. If they cause a disruption, they will be taken and held for a parent to pick them up. We hope that parents will support us in limiting unnecessary distractions and promoting the best use of instructional time.



Third Grade and Classroom Web Pages



The third grade teachers strive to maintain good communication between home and school. We encourage you to visit our classroom web pages periodically for information and updates.

- **Mrs. Alfeo's Web Page:** www.district87.org/staff/alfeoa
- **Mrs. Davis's Web Page:** www.district87.org/staff/davise
- **Mrs. Foley's Web Page:** www.district87.org/staff/foleyk

Third Grade Home Study Habits



Fall

At the beginning of the year, parents should guide their third grade student in developing good study habits. We suggest setting aside 30-40 minutes each school night to work one-on-one with your child to complete homework, study spelling words, review basic facts, and read. During this time, review and sign his/her assignment notebook. Show him/her how to look carefully at worksheet directions, think through questions, show work, label answers, etc. Model different ways to study spelling words for 5 minutes. Supply your child with flash cards for addition and subtraction and review them for 5 minutes. Help him/her select literature (books, magazines, Bible passages, etc.) and spend 15+ minutes reading together. Although time will be spent at school to help students set goals for completing long-term projects such as book reports, your child may require a great deal of parental guidance to map out reading the text, gathering the materials, creating the project, and practicing the presentation before the due date arrives. You will gradually reduce the amount of support you give your child on these tasks as the year progresses.



Winter

After Thanksgiving Break, begin giving your child more responsibility in completing homework, studying spelling words, reviewing basic facts, and reading. These tasks should take 30-40 minutes daily. We suggest letting him/her complete nightly homework (spelling sentences, reading multiple-choice worksheet, etc.) independently. Then an adult can look over the assignment and circle incorrect answers for the child to fix with the appropriate amount of parental support. Ask him/her to review spelling words alone and then meet with you to quiz orally. Supply your child with flash cards for multiplication and division and review the easier facts (0, 1, 2, 5) for 5 minutes. By February you'll want to add in the more challenging facts (3, 4, 6, 7, 8, 9). Supervise him/her selecting and reading literature independently for 15+ minutes. Provide guidance for completing long-term projects, and encourage your child take the lead. Remember to review and sign his/her assignment notebook each night. Continue reducing the amount of support you give your child as the year progresses.



Spring

After Spring Break, give your child almost complete responsibility for study time. However, continue to supervise and check his/her work (nightly homework assignment, assignment notebook, etc.) to ensure this time is productive. Quiz your child on spelling words and the more challenging multiplication and division facts (3, 4, 6, 7, 8, 9, 10, 11, 12) for 5-10 minutes every night. Long-term projects will still require parent supervision, but your child will be more familiar with the process and better able to take the lead.

Third Grade Homework Binder



Third grade students have a homework binder which will include a pencil pouch, an assignment notebook, a third grade handbook, and a homework and notes folder. Rewards and consequences are given for work completion on time and having a signed assignment notebook. Students with completed assignments, good behavior all week, and signed notebooks every day will be rewarded with "Fun Friday" time.

Assignment Notebook – Assignment notebooks are provided to all students in grades 3-5. Each morning students copy daily assignments into their notebooks. As material is covered, students make note of it by placing an X next to the assignment. Incomplete tasks should be completed at home and returned the next morning. A parent must see and sign the student's assignment notebook daily. Parents can use this as a discussion starter for a conversation about what the child is learning in school. Please look for the date copied correctly, assignments clearly written, and any notes from the teacher. Feel free to use the message area to correspond with the teacher. However, notes about transportation changes should be provided on a separate sheet of paper for the classroom teacher.

Third Grade Handbook – Please keep this handbook in your homework binder and reference it as needed. Many resources are included that will be used later in the school year as new skills are taught. Third graders are not expected to use these skills and resources until they have received instruction in the classroom.

Homework and Notes Folder – One side of the folder will be dedicated to notes for parents. The other pocket will include daily homework, long-term projects, and study guides. Any unfinished work from the day or evening homework is due by 9:00 the next school day. We suggest setting aside 30-40 minutes each school night to work one-on-one with your child to complete homework, study spelling words, review basic facts, and read. As you work with your child on homework, show him/her how to look carefully at worksheet directions, think through questions, show work, label answers, etc. Model different ways to study spelling words for 5 minutes. Supply your child with flash cards for addition and subtraction (fall) and multiplication and division (winter and spring) and review them for 5 minutes. Help him/her select literature (books, magazines, Bible passages, etc.) and spend 15+ minutes reading together. Although time will be spent at school to help students set goals for completing long-term projects such as book reports, your child may require a great deal of parental guidance to map out reading the text, gathering the materials, creating the project, and practicing the presentation before the due date arrives. You will gradually reduce the amount of support you give your child on these tasks as the year progresses. Unfinished daily classwork should rarely occur. If homework far exceeds the 30-40 minute guideline for your child, please contact his/her teacher.

Third Grade Reading Counts

The Scholastic "Reading Counts!" program is designed to increase reading motivation and improve student comprehension. Students can choose books to read at individual lexile levels which are determined by the Scholastic Reading Inventory (SRI) computer test that is taken at the beginning of the school year and the end of each quarter. The third grade lexile range is 500-800. This is



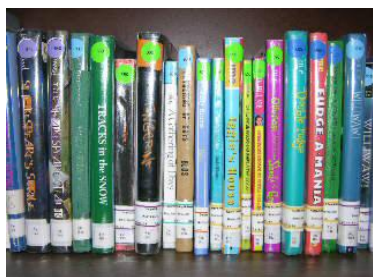
where most third graders should be reading by the end of the school year. Students with lexiles outside this range are reading above or below grade level expectations. Students are encouraged to choose books within a lexile range 100 points above or below their individual lexiles. Therefore, a child who tests at a 552 lexile should select books between 452 and 652.

We have a large number of books with Reading Counts quizzes in the school library and our classroom libraries. Those books are marked with a special Reading Counts label which identifies the book's lexile level and possible RC points to be earned by passing the computer quiz. After reading the book, a student should sign up to take the quiz on a classroom computer at a convenient time during the school day. These quizzes consist of 10 multiple-



choice questions. Students must get 7 or more correct to pass the quiz and earn the full amount of points for that particular book. Point levels are pre-determined and based on the difficulty of the book by Scholastic. In addition to the books at school, you may choose books from the public library and check Oakland's website for quiz availability.

Third grade students are expected to earn 25 points per quarter by taking and passing Reading Counts quizzes. Students can check their progress at any time by logging on to the Reading Counts system in our classroom or school library. Points earned are displayed on a class bulletin board. Rewards (certificate, pencil, bookmark, food coupons, free book, etc.) are given for every 25 points earned. Scholastic Reading Inventory (SRI) and Reading Counts (RC) reports will be sent home every quarter with report cards.

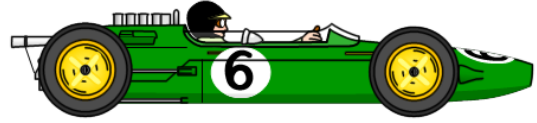


Students are given opportunities to take quizzes on books that are read aloud to them as well as on stories from our reading textbook regardless of the lexile level. We expect at least 15 of the required 25 quarterly points come from independent reading. If a student wishes to read a book outside of his/her lexile range and take a quiz, he/she should consult the classroom teacher before reading the book. However, most outside reading should be near a student's individual lexile level for maximum improvement of comprehension.

Reading Extended Response Outline

Restate the question.

Use words from the question to write a statement.



Answer with the author's words.

Find words in the text that give an example about your first sentence.

- In the story, . . .
- The author tells us . . .
- In the text, . . .
- The passage says . . .

Connect the author's words to the first sentence.

Tell why the author's words answer the prompt/question.

- This means . . .
- This shows . . .

Extend or elaborate with your own thoughts.

Tell what you think.

- I think . . .
- I believe . . .
- I know . . .
- In other words, . . .



ACE

Repeat the three steps above with another example from the story.

ACE

Repeat the three steps above with another example from the story.

Conclude with a summary sentence.

Give your final thoughts relating to the question.

Prompt: How have pigs been useful animals throughout history? Use information from the passage and your own thoughts to write a response.

Example Response: Pigs have been useful animals throughout history. The author tells us that the ancient Egyptians used pigs to help in their planting. Their hooves made the perfect size holes for the seeds, and when the pigs walked back over the area, they covered them up. I believe this probably saved the Egyptians time and manpower. We also know from the passage that people in England used pigs as hunting companions. Since the peasants could only hunt small animals, pigs worked better than dogs. I think this was a good fit, because pigs have a good sense of smell, and they are as smart as hunting dogs. The article tells us that pigs in France were used for finding truffles, an underground mushroom. With their good sense of smell, pigs could easily find these expensive and delicious treasures. The snout dug up the roots, but a ring around the snout prevented the pigs from eating the truffles. All in all, pigs are helpful animals and have been useful to humans for centuries.

Reading Extended Response Scoring Guide

Third and Fourth Grade

Students are sometimes asked to read a story and write an extended response to a prompt.
This rubric will be used to assess their written comprehension.



SCORE	DESCRIPTION
4	<ul style="list-style-type: none">• I explain the main ideas and important information from the text.• I connect my own ideas or experiences to the author's ideas.• I use examples and important details to support my answer.• I balance the author's ideas with my own ideas.
3	<ul style="list-style-type: none">• I explain some of the main ideas and important information from the text.• I connect some of my own ideas and experiences to the author's ideas.• I use some examples and important details to support my answer.• I balance only some of the author's ideas with my own ideas.
2	<ul style="list-style-type: none">• I explain only a few ideas from the text.• I summarize the text without including any of my own ideas or experiences. <p>OR</p> <ul style="list-style-type: none">• I explain my own ideas without explaining the text.• I use general statements instead of specific details and examples.
1	<ul style="list-style-type: none">• I explain little or nothing from the text.• I use incorrect or unimportant information from the text.• I write too little to show I understand the text.
0	<ul style="list-style-type: none">• I write nothing.• I do not respond to the task.

The Writing Process

Third, Fourth, and Fifth Grade



Prewriting

Think about your topic. Use a graphic organizer, make notes, create an outline, or talk with other people to organize your thoughts.



Drafting

Write your ideas down on paper using your prewriting. Develop your ideas more thoroughly. Then read it from beginning to end.



Revising

Make your writing better by adding, deleting, and elaborating. Try to make your ideas clearer. Use a variety of sentence patterns. You may read or show your work to others. Listen to their suggestions to improve your writing.



Editing

Make your writing correct by checking spelling, capitalization, punctuation, and spacing. Use proofreading marks on your draft.



Publishing

Write or type your final copy. Use good handwriting. Include all of your revising and editing changes. Share your writing with others.

Sentence Patterns

Third Grade

Pattern 1: Noun-Verb

The ballerina twirled.

Pattern 2: Noun-Verb-Noun

A shopkeeper stocked the shelves.

Pattern 3: Interrogative

Why does the moon appear to shine?

Pattern 4: Begin with an Adverb

Unfortunately, the team lost the championship game.

Pattern 5: Begin with a Prepositional Phrase

During the thunderstorm, my family retreated to the basement.

Pattern 9A: Parallel Subjects

Hummingbirds, geese, and butterflies migrate to warmer climates.

Pattern 9B: Parallel Objects

The magician's trick included a hat, wand, and rabbit.

Pattern 9C: Parallel Verbs

The leopard watched, waited, and pounced on his prey.

Pattern 19: Compound Sentence with a Conjunction (and, but, or)

The infant wailed with hunger, and her mother hurried to fill a bottle with milk.

The sentence patterns are taught individually and practiced for approximately two weeks before students are expected to include them in their writing. It is our goal to know and use all of these sentence patterns by the end of second quarter.



Opening Paragraphs

You want your opening paragraph to be a hook that quickly gets your reader's attention.

Question

What is your favorite sport? Playing baseball makes me happy. I like to work on my skills during practice and perform well in the games.

Would you like a slice of chocolate cake, a piece of pumpkin pie, or a bowl of ice cream? I'll take all three! My mouth waters for that time after dinner when I can enjoy a tasty dessert.

Who are the people who provide services in your city? Our community has a lot of special members. People who work at the fire department and hospital serve the citizens of our town in many ways.

Onomatopoeia

Neigh, moo, ooh, kaw, roar! These are the sounds I hear when I visit the Miller Park Zoo. My family enjoys watching the animals. We also learn so much about them by reading the displays.

Ring! Hello, Dr. Johnson's office. When I sit in the waiting room of my doctor's office, I think about all the helpful things she does for my community.

Vroom, vroom! Cars help us go places. We need the car when we go to stores. Cars also take people to work.

Slurp, slurp. Chomp, chomp. Crunch. Slurp. Yum. These are the sounds that can be heard in the cafeteria as the third graders gobble down their chicken nuggets, mashed potatoes, green beans, pears, and milk. The cooks at our school work hard to prepare tasty meals like this for the children every day.

Onomatopoeia Examples

Setting

Two girls jump rope near the basketball court. A group of kids play kickball on the field. Others explore the playground equipment. This is a typically day at recess. I enjoy this time after lunch most because I get exercise and spend time with my friends.

The birds chirp, the worms wiggle, and the sun shines on me as I work in my garden on a spring day. Ah, this is the life! I really enjoy spending time planting the seeds and nurturing the seedlings during this season.

The raindrops tap lightly on the window. The grey sky blocks out any rays of sunlight. Sometimes thunder booms and rattles the house. When it is a gloomy day like this, I stay inside and find ways to have fun. Two of my favorite activities include games and reading.

Closing Paragraphs

You want your closing paragraph to wrap-up the essay.

Restate the Opening

I enjoy playing all types of sports, but baseball is my favorite. If I focus during practice and do my best at the games, my team will perform well.

Every teacher in the United States should take a lesson from Mr. Jones. Mr. Jones respects his students. He makes learning fun. I'm lucky to have him as a teacher.

Reminder Statement

So, if you find yourself in an argument with a friend, remember to stop and cool off. Then try talking through your problem. Hopefully, you will work it out and improve your friendship.

Dr. Johnson takes care of the people in my community. Remember to visit your doctor when you are sick. Doctors have the knowledge and medicine we need to stay healthy.

The cooks at our school work hard every week day to prepare our lunches. Remember to say please and thank you to them as you go through the lunch line every day. They will appreciate your kind words.

Author's Feelings

I feel very strongly people should exercise daily. It helps you increase your strength and improve your heart. Ask your friends to play outdoor games after school and on the weekends to get more physical activity.

I really enjoy spending time planting seeds in my garden and nurturing the little seedlings during the spring season. It makes me happy to know that I am helping plants grow and providing food for my family.

Essay Graphic Organizer

Opening Paragraph:

Question
Onomatopoeia
Setting

Main Idea:

Detail:

Detail:

Support:

Support:

Main Idea:

Detail:

Detail:

Support:

Support:









Directions: Use this outline to organize and jot down your ideas before you write your essay. Circle the type of opening and closing paragraphs you'd like to include, and then write a few sentences in those boxes showing how you would like to start and end your essay. Include only phrases in the main idea, detail, and support boxes. You will write super sentences with these ideas on the essay.

Closing Paragraph:

Restatement of Opening
Reminder Statement
Author's Feelings

Proofreading Marks

Third, Fourth, and Fifth Grade

	<p>Change a small letter to a capital letter.</p>	<p>New York <u>city</u> is exciting.</p>
	<p>Change a capital letter to a small letter.</p>	<p>The fireflies blinked in the dark.</p>
	<p>Add quotation marks.</p>	<p>“Where do you want the piano?” asked the movers.</p>
	<p>Add a comma.</p>	<p>Carlton, my cat has a mind of his own.</p>
	<p>Add a period.</p>	<p>Put a period at the end of the sentence.</p>
	<p>Reverse letters or words.</p>	<p>Read carefully the instructions.</p>
	<p>Add a question mark.</p>	<p>Should I put the mark here?</p>
	<p>Add an exclamation mark.</p>	<p>Look out below!</p>

Proofreading Marks

Third, Fourth, and Fifth Grade

¶	Begin a new paragraph. Indent the paragraph.	¶ The boat finally arrived. It was two hours late.
ⓈP	Check the spelling of this word.	I will strive to do my best ^{ⓈP} everyday.
⌋	Take out space to close word.	Fifth graders can ⌋ not wait to do their homework.
^	Add letters, words, or sentences.	My friend ate lunch with me ^o today. ^
/	Take out words, sentences, or punctuation marks. Correct spelling.	We looked at and admired, the model airplanes.
frag.	This sentence is incomplete. Change this sentence to include a subject <u>and</u> predicate.	Smelling the roses. frag.
R-O	This sentence is a run-on. Change this sentence to follow proper sentence structure.	My dog can run, and he loves to be outside, but he always gets dirty. R-O

Expository Essay Scoring Guide

Title: _____

Focus (6 points) _____

- ✓ I have an interesting beginning to my composition (essay) that clearly explains what I am going to write about.
- ✓ My composition is about the subject or topic.
- ✓ If I use previewing, I remember to write about **each** point.
- ✓ I write a closing that successfully ties my ideas together.

Support (6 points) _____

- ✓ I use specific examples and details to explain **each** of my points.
- ✓ I use the same amount of support and detail for each of the points I make.
- ✓ I use the same voice throughout my composition.
- ✓ I use a variety of specific and descriptive words to make my composition more interesting for the reader.
- ✓ I use words correctly and purposefully.

Organization (6 points) _____

- ✓ My composition is organized so that it makes sense.
- ✓ I use paragraphing to help organize my thoughts.
- ✓ I use transition words to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- ✓ My sentences begin in different ways.
- ✓ My sentences are different lengths to make my composition more interesting.
- ✓ I avoid using the same words over and over again.

Conventions (3 points) _____

- ✓ I use complete sentences.
- ✓ I spell familiar words correctly.
- ✓ I spell higher-level words the way they sound.
- ✓ I use capitalization and punctuation correctly.
- ✓ I make sure that the subject of my sentence agrees with the verb.
- ✓ I use the same verb tense throughout my composition.

Integration (12 points) _____

- ✓ My writing is at the third grade level.

TOTAL _____
(33 points possible)

Cursive Handwriting

Trace these cursive letters. Use this page as a reference when you need help remembering how to form your letters on other assignments.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

Oo Pp Qq Rr

Ss Tt Uu Vv

Ww Xx Yy Zz

#

Name _____

Date _____

Spelling Sentences

Using a piece of notebook paper, put each of your spelling words into a sentence. Start with a capital letter. End with a punctuation mark. Underline your spelling word in the sentence. Make sure your sentence shows that you understand the spelling word. Skip a line between each sentence. Please use neat handwriting.

POOR EXAMPLE: Carlos wrote it.

GOOD EXAMPLE: Carlos wrote a letter to his grandmother in California.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

Math Problem Solving

Problem Solving Process

1. Read and understand the problem.
2. Choose a strategy to solve the problem.
3. Try it. Show your work. Label your answer.
4. Look back to see if your answer fits the problem.

Problem Solving Strategies

- Act it out
- Find a pattern
- Draw a picture
- Write an equation
- Estimate or simplify
- Guess and check
- Make a chart
- Work backward



By mid-year, third graders will be required to write an explanation of the process used to solve a problem. The student will first show his/her work and label the answer. Then the student will write a paragraph about the problem. It must identify the strategies used, describe each step in the problem solving process, and explain the reasons why each step was used while solving the problem.

Math Extended Response Outline

Use this outline to write your paragraph response to the math problem you solved. Be sure to explain every little step you did to solve the problem and tell WHY you did it.

1. I understood that I needed to find _____

Rewrite the question to the problem.

2. I planned to _____

Tell your strategy. (draw a picture, find a pattern, write an equation, make a chart, etc.)

3. First I _____, because _____

Tell what you did.

Tell why you did this step.

4. Next I _____

Tell what you did.

_____ so that _____

Tell why you did this step.

5. Finally I _____,

Tell what you did.

in order to find _____

Tell why you did this step.

6. That is how I got my answer of _____

Look back to see if your answer and paragraph make sense.

Connecting words to tell why . . .

because . . . in order to . . . so . . . so that . . . to get . . . since . . .

GRADES 3 AND 4 "STUDENT-FRIENDLY" MATHEMATICS SCORING RUBRIC

<p>Score Level (How many points do you earn?)</p>	<p>MATHEMATICAL KNOWLEDGE: (Do you know it?)</p>	<p>STRATEGIC KNOWLEDGE: (How do you plan?)</p>	<p>EXPLANATION: (Can you explain it?)</p>
<p>4</p> <ul style="list-style-type: none"> ◆ I get the right answer. ◆ I label my answer correctly. ◆ I use the right math words to show I understand how math works. (Example: I know when to add or subtract.) ◆ I work it out with no mistakes. 	<ul style="list-style-type: none"> ◆ I find all the important parts of the problem, and I know how they go together. ◆ I show a good plan about how I got my answer. ◆ I show all of the steps I use to solve the problem. 	<ul style="list-style-type: none"> ◆ I write what I did and why I did it. ◆ If I use a drawing, I can explain all of it in writing. 	
<p>3</p> <ul style="list-style-type: none"> ◆ I do the problem, but I make small mistakes. 	<ul style="list-style-type: none"> ◆ I find most of the important parts of the problem. ◆ I show most of the steps I use to solve the problem. 	<ul style="list-style-type: none"> ◆ I write mostly about what I did. ◆ I write a little about why I did it. ◆ If I use a drawing, I can explain most of it in writing. 	
<p>2</p> <ul style="list-style-type: none"> ◆ I understand a little, but I make a lot of big mistakes. ◆ I only give part of the answer. 	<ul style="list-style-type: none"> ◆ I find some of the important parts of the problem. ◆ I show some of the steps I use to solve the problem. 	<ul style="list-style-type: none"> ◆ I write some about what I did or why I did it but not both. ◆ If I use a drawing, I can explain some of it in writing. 	
<p>1</p> <ul style="list-style-type: none"> ◆ I try to do the problem, but I don't understand it. 	<ul style="list-style-type: none"> ◆ I find almost no important parts of the problem. ◆ I show almost none of the steps I use to solve the problem. 	<ul style="list-style-type: none"> ◆ I write or draw something that doesn't go with my answer. ◆ I write an answer that is not clear. 	
<p>0</p> <ul style="list-style-type: none"> ◆ I don't try to answer the problem. 	<ul style="list-style-type: none"> ◆ I don't show any steps. 	<ul style="list-style-type: none"> ◆ I don't explain anything in writing. 	