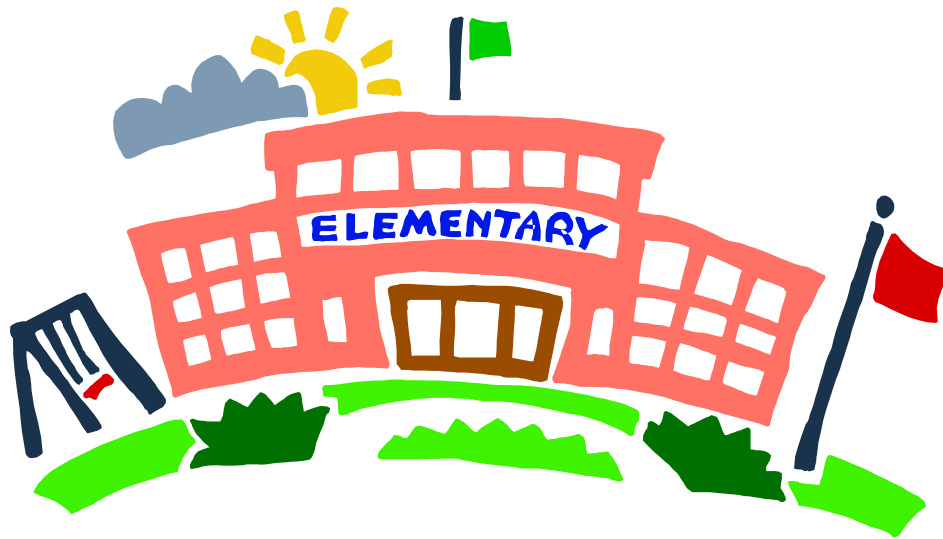


# 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Report Cards

A Guide for Parents and Guardians



Sioux Falls School District  
Revised 2017

# Grades 3, 4, and 5 Report Card Information

The Sioux Falls School District believes that monitoring your child's growth and achievement is very important. Communicating this to you in a timely and readable format is equally important. You are your child's first teacher and a very important partner in our effort to meet the individual needs of each child attending our elementary schools. The purpose of the report card is

*To inform students and parents/guardians of their progress toward grade level learning expectations.  
It identifies each individual's strengths and areas where growth is needed in both academics and in learning behaviors.*

You will notice that our report cards reflect the South Dakota State Standards for all subject areas. As the standards are modified at the state level, those modifications will be made to this document. Students will be rated based on proficiency with each standard. The rating guide provides you with information concerning your child's understanding of the concepts for each subject area.

If you have any questions concerning information on your child's report card at any time throughout the year, please don't hesitate to contact the child's teacher and/or principal.

## Academic Performance Levels

The report card is based on South Dakota Standards. A learning topic may contain several standards. Teachers will mark the learning topic based on what has been taught up until each grading period.

All subjects will be marked with 4, 3, 2, or 1 as described below. Not every learning topic will be addressed every quarter. If no letter appears in the box, then that learning topic was not a focus for that quarter and no rating has been given.

The statements below describe the level of the student's understanding in each area.

Academic Performance Levels	
The student consistently demonstrates deep understanding and independent mastery of the portions of the grade level standards taught this quarter. The student applies and/or extends processes and skills for that grade level.	4
The student demonstrates understanding of the portions of the grade level standards taught this quarter and can apply concepts in a variety of contexts much of the time.	3
The student is beginning to demonstrate understanding of the portions of the grade level standards taught this quarter, but needs some assistance.	2
The student is not meeting the portions of the grade level standards taught this quarter, even with assistance.	1

## Curriculum Codes

The purpose of a Curriculum Code is to inform parents/guardians if accommodations or modifications have been provided in order to meet the needs of their child. These codes may appear at the beginning of the academic learning topic.

Alternate Curriculum	This code is used for students who need a completely different (alternative) curriculum through an Individualized Education Plan (IEP).	K
With Accommodations	This code is used if more than one accommodation takes place to support your child in learning the standards and/or in taking the assessments.	M
Language Modifications	Teachers may use this code if he/she needs to modify instruction to support a child for whom English is a second language.	LM

## Learning Behaviors

Parents/guardians will also receive information about their child's learning behaviors through their report cards. The behaviors listed on each report card give parents/guardians important information regarding the child's work habits and effort shown during the school day. If one or more of the behaviors listed needs to be improved, those behaviors will be marked. If no mark appears, the parent/guardian may assume that the child's behavior in that area is appropriate for his/her grade level.

## Comments

At the end of each section of the report card, there is a comment section in which the teacher will be able to provide specific information regarding the student's understanding and performance in that subject area. If the parent/guardian has additional questions or concerns, he or she is encouraged to contact the teacher.

## English Language Arts

Third, fourth and fifth graders in the Sioux Falls School District will continue the work they started in kindergarten to become lifelong readers and learners. As part of the recent curriculum study of the English Language Arts, the following vision statement was adopted for the English Language Arts program in Sioux Falls:

*We will inspire our students to become lifelong readers, competent writers, confident speakers, and critical listeners.*

Using a program called *The Collaborative Classroom*, teachers will provide an intentional environment in which students becoming caring members of a learning community. They will learn to think, discuss, and share their ideas as they come to value the thinking of others. If you are able to visit your child's classroom, you will notice that:

- Students are invested in their own learning
- Learners actively participate
- Teachers become learners at times, and learners sometimes teach
- Respect is given to every member of the classroom
- Diversity is celebrated
- All contributions are valued
- Students learn skills for resolving conflicts

Students' work will be evaluated on these learning topics throughout the year. While the complexity of the topics will increase from third to fourth to fifth grade, some of the names of the units of study may be the same. This provides students with the opportunity to build upon their prior knowledge in a sequential manner. These units/topics include:

	<b>Third Grade Units of Study/Topics</b>	<b>Fourth Grade Units of Study/Topics</b>	<b>Fifth Grade Units of Study/Topics</b>
<b>Reading: Literature</b> Includes stories, poems, and most fiction <b>Reading: Informational Text</b> Includes primarily non-fiction	<ul style="list-style-type: none"> <li>• The Reading Community</li> <li>• Visualizing</li> <li>• Making Inferences</li> <li>• Wondering and Questioning</li> <li>• Using Text Features</li> <li>• Determining Important Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Community</li> <li>• Using Text Features</li> <li>• Questioning</li> <li>• Analyzing Text Features</li> <li>• Making Inferences</li> <li>• Analyzing Text Structure</li> <li>• Determining Important Ideas and Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Community</li> <li>• Using Text Features</li> <li>• Questioning</li> <li>• Analyzing Text Structure</li> <li>• Making Inferences</li> <li>• Determining Important Ideas and Summarizing</li> <li>• Synthesizing</li> </ul>
<b>Reading: Foundational Skills</b> Includes phonics and word recognition	<ul style="list-style-type: none"> <li>• Meaning of common prefixes and suffixes</li> <li>• Multi-syllable words</li> <li>• Irregularly spelled words</li> </ul>	<ul style="list-style-type: none"> <li>• Letter-Sound Correspondence</li> <li>• Patterns in Syllables</li> <li>• Word Parts</li> </ul>	<ul style="list-style-type: none"> <li>• Letter-Sound Correspondence</li> <li>• Patterns in Syllables</li> <li>• Word Parts</li> </ul>
<b>Writing</b> Includes writing in a variety of genres (opinion, narrative, informational, etc.)	<ul style="list-style-type: none"> <li>• The Writing Community</li> <li>• The Writing Process</li> <li>• Personal Narrative</li> <li>• Fiction</li> <li>• Expository Nonfiction</li> <li>• Functional Writing</li> <li>• Opinion Writing</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Community</li> <li>• The Writing Process</li> <li>• Personal Narrative</li> <li>• Expository Nonfiction</li> <li>• Functional Writing</li> <li>• Opinion Writing</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Community</li> <li>• The Writing Process</li> <li>• Personal Narrative</li> <li>• Fiction</li> <li>• Expository Nonfiction</li> <li>• Functional Writing</li> <li>• Opinion Writing</li> <li>• Poetry</li> </ul>
<b>Speaking and Listening</b>	Throughout Collaborative Classroom, students learn to work together, develop social skills, and take responsibility for their learning. A number of the social skills taught in the upper grades are a review of the skills taught in grades K-2 and specifically address Speaking and Listening. New skills are added and deepened each year. New skills in grades 3-5, for example, may include (but are not limited to): “agreeing and disagreeing in a caring, respectful way” in third grade; “conferring in pairs about their writing” in fourth grade and fifth grade.		
<b>Language</b>	Students will start where they left off in the lower grades and will continue to learn grade level appropriate spelling and grammar conventions. Through their writing practice, they will continue to work on capitalization and punctuation as well.		

## Mathematics

The mathematics learning topics will vary slightly from grade level to grade level depending upon the critical areas at that grade level. Because students will be studying multiple learning topics during one quarter, they may receive more than one math grade for that quarter. This will give you, the parent or guardian, more information regarding what your child knows and is able to do in the area of mathematics.

If your child is demonstrating an understanding that falls above or below the grade level math curriculum, it will be noted each quarter in the comments section.

What follows are the most important areas of concentration in third, fourth, and fifth grade:

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<ul style="list-style-type: none"> <li>• Represent and solve problems involving multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Use the four operations with whole numbers to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the place value system</li> </ul>
<ul style="list-style-type: none"> <li>• Understand properties of multiplication and the relationship between multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Generalize place value understanding for multi-digit whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths</li> </ul>
<ul style="list-style-type: none"> <li>• Multiply and divide within 100</li> </ul>	<ul style="list-style-type: none"> <li>• Use place value understanding and properties of operations to perform multi-digit arithmetic</li> </ul>	<ul style="list-style-type: none"> <li>• Use equivalent fractions as a strategy to add and subtract fractions</li> </ul>
<ul style="list-style-type: none"> <li>• Solve problems involving the four operations, and identify and explain patterns in the arithmetic</li> </ul>	<ul style="list-style-type: none"> <li>• Extend understanding of fraction equivalence and ordering</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and extend previous understandings of multiplication and division to multiply and divide fractions</li> </ul>
<ul style="list-style-type: none"> <li>• Develop understanding of fractions as numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</li> </ul>
<ul style="list-style-type: none"> <li>• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Understand decimal notation for fractions, and compare decimal fractions</li> </ul>	
<ul style="list-style-type: none"> <li>• Geometric measurement: understand concepts of area and relate area to multiplication and to addition</li> </ul>		
<b>Supporting Topics at Each Grade Level</b>		
<ul style="list-style-type: none"> <li>• Represent and interpret data</li> <li>• Reason with shapes and their attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Gain familiarity with factors and multiples</li> <li>• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</li> <li>• Represent and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• Convert like measurement units within a given measurement system</li> <li>• Represent and interpret data</li> </ul>

Students will receive grades each quarter in one or more of the five learning topics that, together, will encompass the Critical Areas listed on page 5 of this document. Only the learning topics assessed during a particular quarter will be marked.

- **Operations and Algebraic Thinking**
  - Includes generalizing and formalizing patterns, representing and analyzing the structure of number and operations, using symbols to write expressions and equations, and representing change.
- **Number & Operations in Base 10**

- Includes an understanding of whole numbers and how to use them flexibly.
- **Number & Operations – Fractions**
  - Includes an understanding of fractions and how to work with them flexibly.
- **Measurement and Data**
  - Includes an understanding of measurement of area and volume, and organizing, representing and interpreting data
- **Geometry.**
  - Includes working with two- and three-dimensional shapes.

Students in all three grades will also receive a rating in **Mathematical Practices**. The Standards for Mathematical Practice describe varieties of expertise that will be taught and reinforced throughout the child’s school career. These practices are based on important processes and proficiencies that are necessary for students to be successful in mathematics. Beyond the content—like learning about addition and subtraction—students will learn to be problem solvers, to communicate their thinking and to defend their reasoning. They will also learn to become fluent in their ability to carry out a procedure and will see mathematics as sensible, useful and worthwhile.

## Science/Health

Third, fourth and fifth graders will study the three main science disciplines in addition to health. Students will receive just one achievement score for Science/Health each quarter. The areas of focus include:

	<b>Third Grade Units of Study/Topics</b>	<b>Fourth Grade Units of Study/Topics</b>	<b>Fifth Grade Units of Study/Topics</b>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>● Living Things and Survival</li> </ul>	<ul style="list-style-type: none"> <li>● Structures of Plants and Animals</li> <li>● Light and Sight</li> </ul>	<ul style="list-style-type: none"> <li>● Plant and Animal Needs</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>● Force and Motion</li> </ul>	<ul style="list-style-type: none"> <li>● Energy and Motion</li> <li>● Light and Heat</li> </ul>	<ul style="list-style-type: none"> <li>● States and Properties of Matter</li> <li>● Chemical Reactions</li> </ul>
<b>Earth/Space Science</b>	<ul style="list-style-type: none"> <li>● Weather</li> <li>● Climate</li> </ul>	<ul style="list-style-type: none"> <li>● Effects of Ice, Wind, and Water</li> <li>● Natural Hazards (Earthquakes, Tsunamis, Volcanoes, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Interactions of the Geosphere, Biosphere, Hydrosphere, and Atmosphere</li> <li>● Humans’ Impact on the Environment</li> <li>● Gravity</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>● Disease Prevention</li> <li>● Proper Choices in Nutrition</li> <li>● Expressing Feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Hygiene</li> <li>● Community Health</li> <li>● Injury Prevention</li> </ul>	<ul style="list-style-type: none"> <li>● Alcohol, Tobacco and Drugs</li> <li>● Personal Hygiene</li> <li>● Puberty</li> <li>● Personal Health Habits</li> <li>● Safe Use of Technology</li> </ul>

## Social Studies Achievement

Students will also study four domains in the area of social studies. As with science, they will receive just one achievement score for Social Studies each quarter. The domains of study include:

	<b>Third Grade Units of Study/Topics</b>	<b>Fourth Grade Units of Study/Topics</b>	<b>Fifth Grade Units of Study/Topics</b>
<b>History</b>	<ul style="list-style-type: none"> <li>● Constitution &amp; Declaration of</li> </ul>	<ul style="list-style-type: none"> <li>● Factors Affecting SD Growth</li> </ul>	<ul style="list-style-type: none"> <li>● Lifestyles of Native American Tribes</li> </ul>

	<p>Independence</p> <ul style="list-style-type: none"> <li>• Obstacles and Successes of early settlers and Native Americans in Creating Communities</li> <li>• Characteristics and History of Communities</li> <li>• Immigration</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental, Economic, Cultural, and Population Issues of SD</li> <li>• Effects of Native American's Conflicts and Establishment of Reservations on Native Americans' Culture</li> <li>• Notable South Dakotans</li> <li>• Key Events in SD Statehood</li> </ul>	<ul style="list-style-type: none"> <li>• Key American Explorers and Accomplishments</li> <li>• Explorers' Discoveries in the New World</li> <li>• Cause and Effect of European Exploration</li> <li>• Reasons for Colonial American Development</li> <li>• Political Relationship Between Colonies and England</li> <li>• Impact of Other Countries on US Through Trade and Conflict</li> <li>• Changes in the US Between the Revolution and 1865</li> <li>• Compare and Contrast Differences Between the North and the South</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Using a Map Grid System</li> <li>• Locating Continents, Oceans, Landforms, and States on a Map</li> <li>• Why Do People Move?</li> </ul>	<ul style="list-style-type: none"> <li>• Geography of the Regions of the US</li> <li>• Geography of SD</li> <li>• Major US Political Features</li> </ul>	<ul style="list-style-type: none"> <li>• Longitude and Latitude</li> <li>• Compare Different Map Types and Scales</li> <li>• Influence of Climate and Geography on Native American Tribes and Settlers</li> <li>• Explain Explorers' Discoveries in the New World</li> </ul>
<b>Civics (Government)</b>	<ul style="list-style-type: none"> <li>• Citizen's Role in a Community</li> <li>• Government Agencies</li> <li>• Rules, Laws, Rights, and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Government Services and How They're Paid For</li> <li>• Citizens' Rights and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Differences Between Various Forms of Government</li> <li>• Role of Democratic Government in the US</li> <li>• Volunteerism in the US</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Producers Use Resources to Provide Goods and Services</li> <li>• Taxes and Government Services</li> </ul>	<ul style="list-style-type: none"> <li>• Profit and Loss</li> <li>• How Are Economic Needs Met?</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Trading in Early US History</li> <li>• Describe Examples of Various Institutions That Make Up Economic Systems</li> <li>• Key Economic Events Prior to 1865 Leading to the Expansion of Territories</li> </ul>