

Richmond Community Schools

A Parent's Guide to Report Cards



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Non-Discrimination Statement

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Dear Parents:

The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies, and Science at each grade level. Each grade level report card has been aligned to reflect the most current standards for each subject. The curriculum in English Language Arts and Mathematics is aligned to the Michigan State Standards. The standards are a list of expectations that help teachers make sure their students have the skills and knowledge they need **at the end of each grade level** from kindergarten through 12th grade. They define the reading, writing, and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation young people are prepared to go to college or to enter the workplace. The standards offer consistent expectations for students learning across much of the nation. This guide will also identify the Science and Social Studies standards and concepts that your child will experience throughout the year as well.

The report cards represent a progression of your student's progress. Students will be assessed on additional sub-standards throughout the school year. Students' progress on each standard will vary by card marking as additional sub-standards/skills are introduced. Please see the explanation below regarding the grading key. Below the key you will find an analogy as if the key were applied to the standard of riding a bike.

AP – Advanced Proficient: Above Grade Level

(Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.)

P – Proficient: Applies skill/concept independently at grade level

(Congratulations! You are successfully riding a bike by yourself.)

PP – Partially Proficient: Shows some understanding: needs assistance

(You are pedaling well and staying upright as long as someone is holding on and giving you a little push.)

NP – Not Proficient: shows little understanding of skill/concept

(You are riding a bike, but using training wheels.)

Items not marked have not been introduced

Subject: English Language Arts (Michigan State Standards)

Domain: Reading Literature

Standard: Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Standard: Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.
- Distinguish their own point of view from that of the narrator or those of the characters.

Standard: Integration of Knowledge and Ideas

- 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).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Standard: Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.

Domain: Reading Informational Text

Standard: Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.

Standard: Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Standard: Integration of Knowledge and Ideas

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Standard: Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Domain: Reading Foundational Skills

Standard: Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

Standard: Fluency

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Domain: Writing

Standard: Text Type and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

- Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Standard: Research to Build and Present Knowledge

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Standard: Production and Distribution of Writing

- 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.)
- 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).
- 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.

Standard: Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Domain: Speaking and Listening

Standard: Comprehension and Collaboration

- 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.
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules 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).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- 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.

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

Standard: Presentation of Knowledge and Ideas

- 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.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Domain: Language

Standard: Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 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.

Standard: Vocabulary Acquisition and Use

- 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.
- Demonstrate understanding of 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, and wondered).
- 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).

Subject: Math (Michigan State Standards)

Domain: Operations and Algebraic Thinking

Standard: Represent and solve problems involving multiplication and division

- Interpret products of whole numbers.
- Interpret whole-number quotients of whole numbers.
- Use what is known about multiplication and division within 100 to solve word problems.
- Find the missing number in a multiplication or division equation.

Standard: Understand properties of multiplication and the relationship between multiplication and division

- Apply properties of operations as strategies to multiply and divide (Commutative, Associative & Distributive).
- Find the answer to a division problem by thinking of the missing factor in a multiplication problem.

Standard: Multiply and divide within 100

- Fluently multiply and divide within 100.

Standard: Solve problems involving the 4 operations, and identify and explain patterns

- Use the 4 operations to solve 2-step word problems, and use mental math to determine if answers are reasonable.
- Find patterns in addition and multiplication tables and explain them using knowledge about how numbers work.

Domain: Geometry

Standard: Reason with shapes and their attributes

- Understand that shapes in different categories may share attributes (e.g. having four sides), and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares, as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Domain: Measurement and Data

Standard: Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects

- 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.
- Measure and estimate liquid volumes and masses of objects using grams, kilograms, & liters.

Standard: Represent and interpret data

- Create a picture or bar graph to show data and solve problems using the information from graphs.

- Generate measurement data by measuring lengths with a ruler marked with halves and fourths of an inch. Create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half, or quarter.

Standard: Geometric measurement: understand concepts of area and relate area to multiplication and to addition

- Recognize area as an attribute of plane figures and understand concepts of area measurement.
- 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.
- 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.
- Measure areas by counting unit squares (square cm, square m, square in. square ft. and improvised units)
- Relate area to the operations of multiplication and addition.
- 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.
- 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.
- 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.
- 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.

Standard: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

- 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.

Domain: Number and Operations in Base Ten

Standard: Use place value understanding and properties of operations

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1,000.
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90.

Domain: Number and Operations - Fractions

Standard: Develop an understanding of fractions as numbers

- Show and understand that fractions are equal parts of a whole.
- Understand and label fractions on a number line.
- Explain in words or pictures how two fractions can be equivalent.
- Compare fractions by reasoning about their size.
- Show whole numbers as fractions.

- Recognize fractions that are equal to one whole.



Standards for Mathematical Practice

PARENTS' GUIDE

As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...

- 1. Make sense of problems and persevere in solving them.**
 - What are you solving for in the problem?
 - Can you think of a problem that you have solved before that is like this one?
 - How will you go about solving it? What's your plan?
 - Are you making progress toward solving it? Should you try a different plan?
 - How can you check your answer? Can you check using a different method?
- 2. Reason abstractly and quantitatively.**
 - Can you write or recall an expression or equation to match the situation?
 - What do the numbers or variables in the equation refer to?
 - What's the connection among the numbers and the variables in the equation?
- 3. Construct viable arguments and critique the reasoning of others.**
 - Tell me what your answer means.
 - How do you know that your answer is correct?
 - If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.
- 4. Model with mathematics.**
 - Do you know a formula or relationship that fits this problem situation?
 - What's the connection among the numbers in the problem?
 - Is your answer reasonable? How do you know?
 - What does the number(s) in your solution refer to?
- 5. Use appropriate tools strategically.**
 - What tools could use to solve this problem? How can each one help you?
 - Which tool is more useful for this problem? Explain your choice.
 - Why is this tool (the one selected) better to use than (another tool mentioned)?
 - Before you solve the problem, can you estimate the answer?
- 6. Attend to precision.**
 - What do the symbols that you used mean?
 - What units of measure are you using? (for measurement problems)
 - Explain to me (a term from the lesson)
- 7. Look for and make use of structure.**
 - What do you notice about the answers to the exercises you've just completed?
 - What do different parts of the expression or equation you are using tell you about possible correct answers?
- 8. Look for and express regularity in repeated reasoning.**
 - What shortcut can you think of that will always work for these kinds of problems?
 - What pattern(s) do you see? Can you make a rule or generalization?

Subject: Social Studies (Michigan State Standards)

Domain: History

- Michigan
- Early Native Americans

Domain: Geography

- Latitude and Longitude
- Climate
- Resources

Domain: Civics & Government

- Core American Values
- Three Branches of Government
- Equal Rights

Domain: Economics

- A Living from the Land
- Growth and Change in Michigan
- Manufacturing
- Trading with the World
- Minding a Business



Subject: Science (Michigan State Standards)

Domain: Physical Science

Standard: Forces and Interactions

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.

Domain: Earth Science

Standard: Weather and Climate

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Domain: Life Science

Standard: Interdependent Relationships in Ecosystems

- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Standard: Inheritance and Variation of Traits: Life Cycles and Traits

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.

Domain: Engineering Design

Standard: Engineering Design

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

