

**Phelps Luck**  
*Elementary*

Welcome to 3rd Grade  
Back to School Night

# Meet the 3rd Grade Team



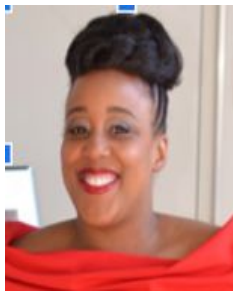
**Mrs. Winde**  
Instructional  
Team  
Leader/3rd  
Grade  
teacher



**Mrs. Taylor**  
Paraeducator



**Mrs. Lee**  
3rd Grade  
Teacher



**Mrs. Horge**  
3rd Grade  
Teacher



**Mrs.  
O'Neill**  
3rd  
Grade  
Teacher



**Mrs.  
Goldman**  
3rd Grade  
Teacher



**Ms.  
Henderson**  
3rd Grade  
Special  
Educator

## Reading Team

Mrs. Brookins - ELA Coach (support for teachers/families)

Mrs. Andreas- Reading Specialist

Mrs. Lewis- Reading Specialist

Mrs. Von Stein- Reading Teacher

Mrs. Williams- Reading Specialist

Ms. Hoesman- Reading Specialist

## Math Team

Mrs. Merrill- Math Coach (support for teachers/families)

Ms. Mulroe- Math Specialist

Mrs. Simcock- Math Teacher

## ESOL Team

Ms. Huang - English Language Development (ELD) Teacher

Ms. Meske- English Language Development (ELD) Teacher

# Our Daily Schedule

<b>8:45 a.m. - 9:00 a.m.</b>	<b>Social Emotional Learning</b>
<b>9:00 a.m. - 9:30 a.m.</b>	<b>Writing</b>
<b>9:30 a.m. - 10:15 a.m.</b>	<b>Whole Group Reading</b>
<b>10:15 a.m. - 11:00 a.m.</b>	<b>Small Group Reading</b>
<b>11:00 a.m. - 12:00 p.m.</b>	<b>Related Arts</b>
<b>12:00 p.m. - 1:00 p.m.</b>	<b>Lunch &amp; Recess</b>
<b>1:00 p.m. - 2:15 p.m.</b>	<b>Math</b>
<b>2:15 p.m. - 3:10 p.m.</b>	<b>Content</b>
<b>3:10 p.m.</b>	<b>Pack and Stack/Dismissal</b>

# Related Arts

Students will continue to follow a color-coded schedule for [Related Arts](#).

## September 2024

Calendar is subject to change. Please visit [www.hcps.org](http://www.hcps.org) for the most recent version.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Labor Day Schools and offices closed (State mandated holiday)	red	orange	yellow	green	
8	9	10	11	12	13	14
	blue	red	orange	yellow	green	
15	16	17	18	19	20	21
	blue	red	orange	yellow	green	
22	23	24	25	26	27	28
	blue	red	orange	yellow	green	
29	30	September holidays and other dates of interest National Hispanic-American Heritage Month (9/15-10/15) 17 Mawlid-al-Nabi – Muslim (subject to moon sightings - begins sunset of previous day)				
	blue					

### O'Neill Related Arts Schedule

Red Day	Pedia Deppen & Anderson
Orange Day	Art Schappelle
Yellow Day	P.E. Nunn
Green Day	Technology Stevens
Blue Day	Music Blossom

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8	9 blue	10 red	11 orange	12 yellow	13 green	14
15	16 blue	17 red	18 orange	19 yellow	20 green	21
22	23 blue	24 red	25 orange	26 yellow	27 green	28
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## Horge Related Arts Schedule

Red Day- Music with Ms. Yi

Orange Day- PE with Mr. Nunn &

Media with Ms. Anderson

Yellow Day Art with Ms. Schapelle

Green Day- PE with Mr. Nunn

Blue Day- Technology with Ms. Fong

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8	9 <b>blue</b>	10 <b>red</b>	11 <b>orange</b>	12 <b>yellow</b>	13 <b>green</b>	14
15	16 <b>blue</b>	17 <b>red</b>	18 <b>orange</b>	19 <b>yellow</b>	20 <b>green</b>	21
22	23 <b>blue</b>	24 <b>red</b>	25 <b>orange</b> <small>FULL MOON Work and Wellness Day Schools close 3 hours early. No half-day Pre-K/RECC.</small>	26 <b>yellow</b>	27 <b>green</b>	28
29	30 <b>blue</b>	<small>September holidays and other dates of interest National Hispanic-American Heritage Month (9/15-10/15) 17 Mawlid-al-Nabi – Muslim (subject to moon sightings - begins sunset of previous day)</small>				

## Mrs. Lee's Related Arts Schedule

RED	ORANGE	YELLOW	GREEN	BLUE
ART	Music	Technology	P.E./Media	P.E.
Ms. Swann	Mrs. Yi	Ms. Fong	Mr. Deppen and Ms. Anderson	Mr. Deppen

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	blue					

## Mrs. Goldman's Related Arts Schedule

Red Day	Orange Day	Yellow Day	Green Day	Blue Day
11:00 -12:00	11:00 -12:00	11:00 -12:00	11:00 -12:00	11:00 -12:00
Technology (Ms. Fong)	P.E. (Mr. Deppen)	PEDIA	MUSIC (Ms. Yi)	Art (Ms. Swann)
		 & 		



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	blue					

Mrs. Winde's Related Arts Schedule  
2024-2025

RED	ORANGE	YELLOW	GREEN	BLUE
P.E. Mr. Nunn	Music Ms. Blossom	Technology Dr. Stevens	Art Ms. Schappelle	Pedia Ms. Cromwell & Mrs. Anderson
				

**Mr. Deppen- PE**

**Mr. Nunn- PE**

**Mrs. Cromwell - PE**

**Ms. Yi- Music**

**Ms. Blossom-Music \***

**Ms. Swann-Art**

**Ms. Schappelle-Art \***

**Ms. Fong-Media/Technology**

**Dr. Stevens-Technology**

**Ms. Anderson-Media**

**Ms. Hart-Media Para**

**Ms. Strawley- Band and Strings**



\* New to PLES

# PBIS & S.O.A.R

- Focuses on acknowledging students for **consistent positive** behavior
- Behaviors align with learning behaviors on the report card
- Staff and students build **positive relationships**
- Fun Friday Incentives
- Class Incentives



# Zones of Regulation (SEL)

## What ZONE Are You In?

Blue



Sick  
Tired  
Bored  
Moving Slowly

Green



Happy  
Calm  
Feeling Okay  
Focused  
Ready to Learn

Yellow



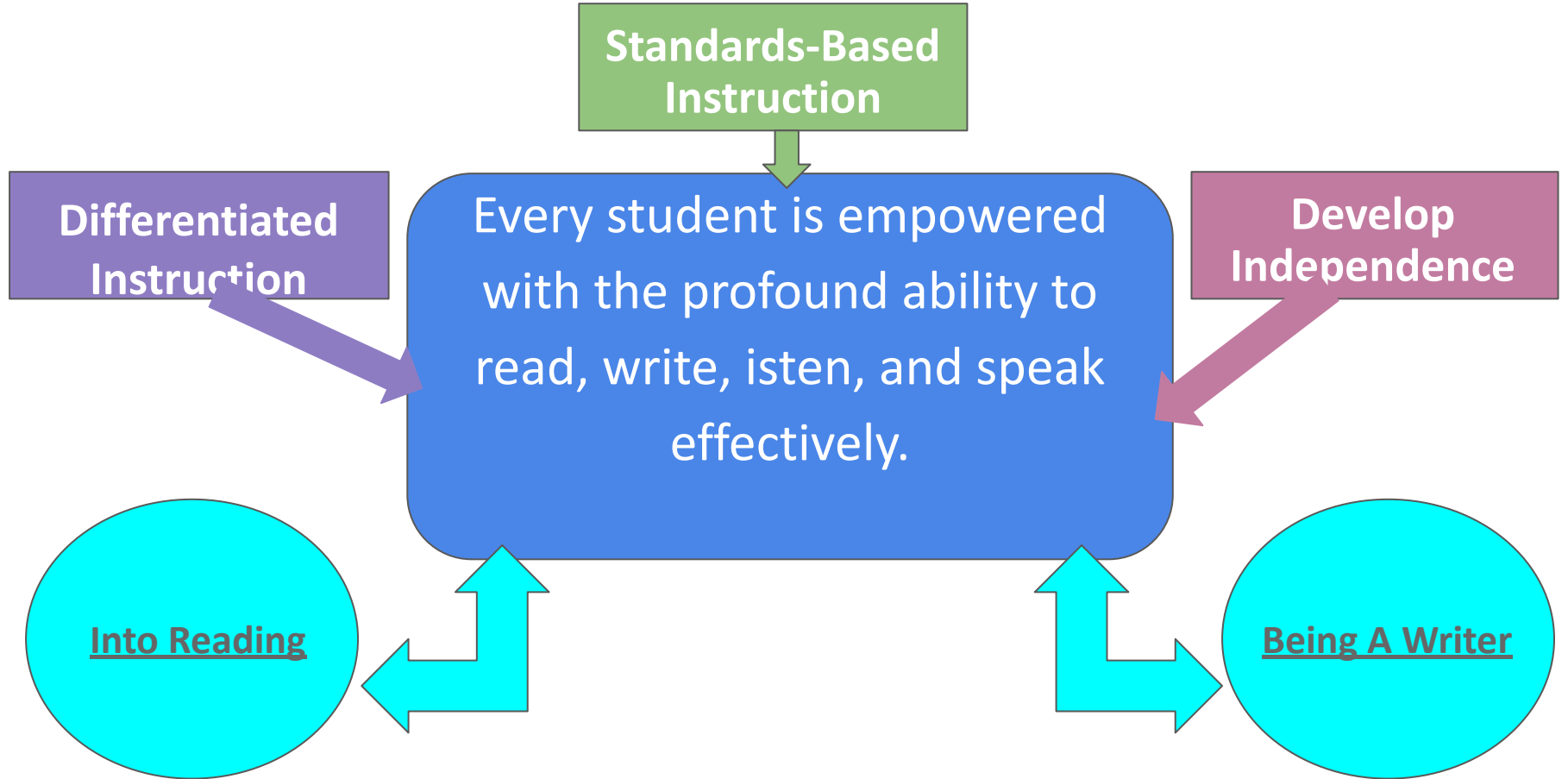
Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some  
Control

Red



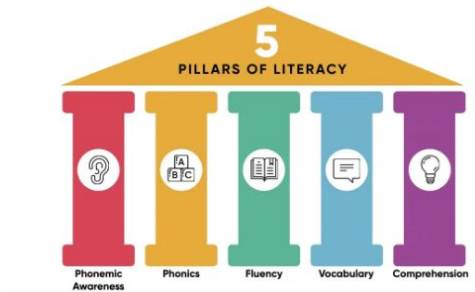
Mad/Angry  
Mean  
Yelling/Hitting  
Out of Control

# Third Grade Language Arts



# Into Reading Program

- *Into Reading* is a comprehensive literacy core program that was designed around the Science of Reading
- Students are provided with opportunities for direct instruction and guided practice in the areas of:
  - foundational skills (phonemic awareness and phonics)
  - fluency
  - vocabulary
  - comprehension

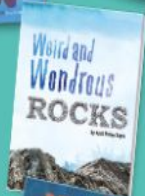
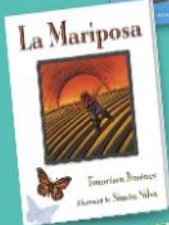


## A Love of Reading

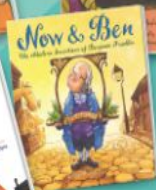
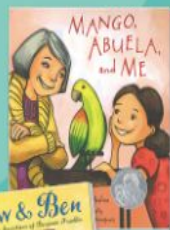
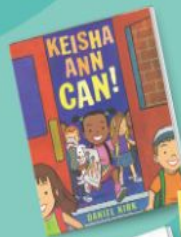
Get *Into Reading* with a wealth of award-winning, **culturally relevant** texts in a wide variety of **genres**.

**Inspire readers** with engaging texts and ignite a lifelong love of learning.

Fiction  
Informational Text  
Persuasive Text  
Poetry  
Biography  
Drama  
Media



Books, books, and more books!





## Foundational Skills

Rely on a curriculum that adheres to the **science-based methods** that have proven how students acquire reading skills. **Explicit and systematic instruction** aligned with a **research-based scope and sequence** provides students with a foundation to become confident, independent readers and writers.



## Topic Knowledge & Vocabulary

Systematically build students' understanding of **meaningful topics** and **academic vocabulary**.

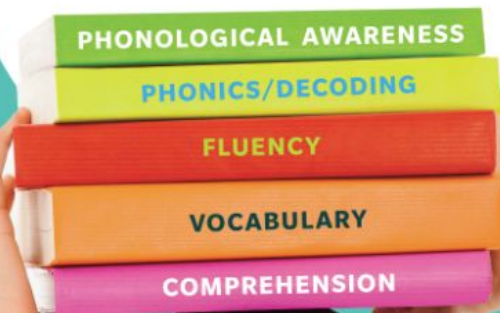
Topics and **text sets** are thoughtfully sequenced to build knowledge—like pieces of a puzzle—**within a module, within a grade, and across the program**.

Develop Critical and Strategic Thinking Skills

## Reading Comprehension

With adequate decoding skills, students have the building blocks they need to **comprehend** what they read.

Teach students to recognize **genre characteristics**, **cite text evidence**, and draw from a growing bank of **skills** and **strategies** to make meaning from complex grade-level texts.





## Literacy Instruction & Content Areas

Literacy instruction provides the “how” for what students learn in **science, social studies, the arts**, and more.

As students read and talk about texts, they will naturally **build background and knowledge** about grade-level **cross-curricular topics** and **standards**.



## Student Choice & Independent Practice

The **power of choice** can be motivating, and what is interesting to one student may not appeal to another.

Access **meaningful independent work** and a wide variety of **relevant, rich, authentic texts** for independent reading to offer students appropriate **ownership** of their learning.



## Effective Writing & Communication

Providing daily opportunities for students to **express their understanding and thinking** will help them succeed in today's world.

Support the full range of **writing modes and forms** through the steps of the **writing process**, while also developing students' ability to have **productive, collaborative conversations**.

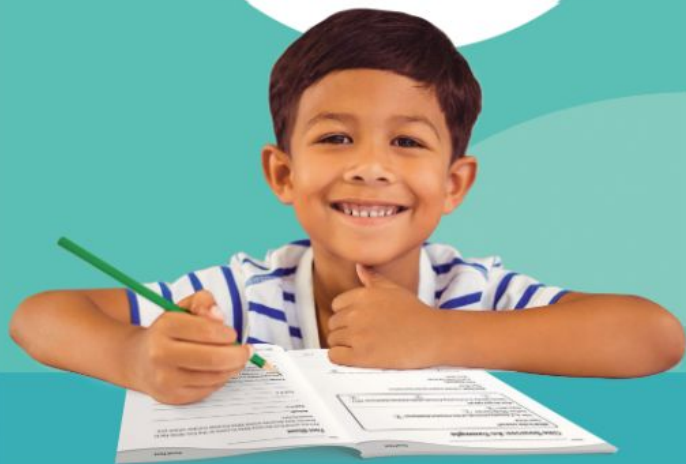




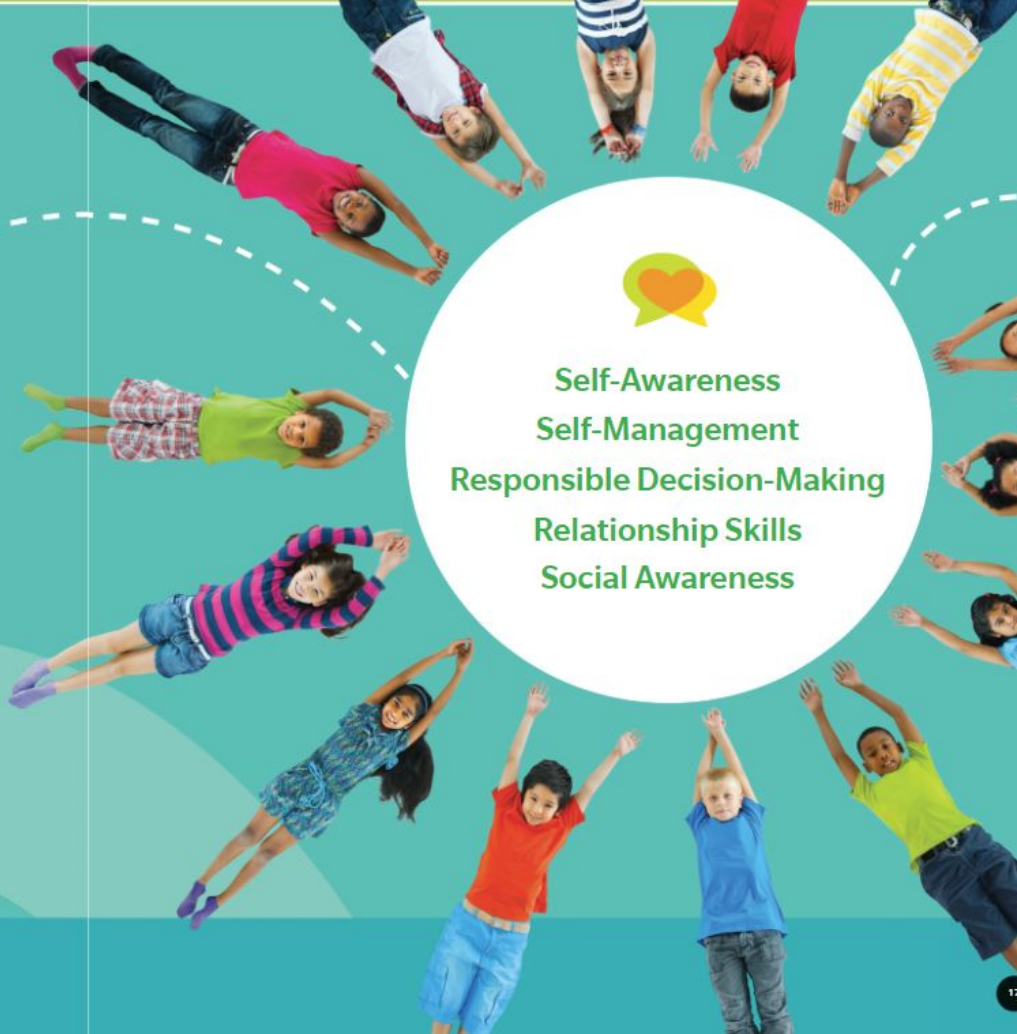
## Social & Emotional Learning

Students are **multidimensional**, and their social and emotional behaviors have an impact on their **academic success**.

Use books to infuse **social and emotional competencies** into your literacy instruction.



Self-Awareness  
Self-Management  
Responsible Decision-Making  
Relationship Skills  
Social Awareness



# Being A Writer

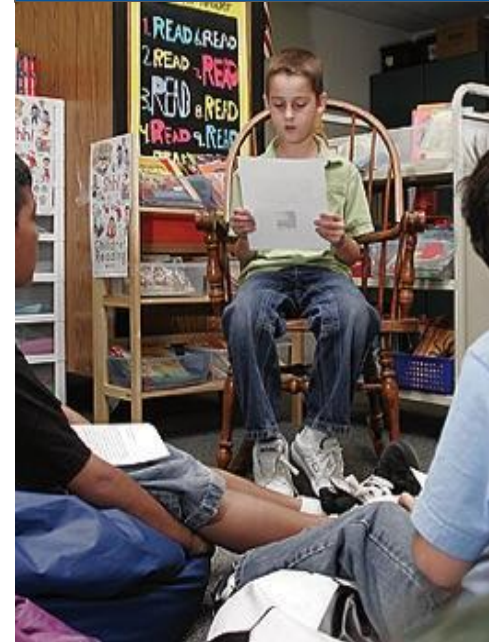
*Students will explore writing using their knowledge of individual sounds to write words, build sentences, and begin to use punctuation*

Build Social Skills



Write Original Pieces

Share and Discuss Work



# Being A Writer

## Dual Goals of the Program

To help students develop strong writing skills and communicate their ideas effectively.

To provide opportunities for students to work together and to develop socially and ethically.

<b>Unit 1: The Writing Community</b>	<b>Unit 2: The Writing Process</b>	<b>Unit 3: Personal Narrative</b>
<b>Unit 4: Fiction</b>	<b>Unit 5: Expository Nonfiction</b>	<b>Unit 6: Functional Writing</b>
<b>Unit 7: Opinion Writing</b>	<b>Unit 8: Poetry</b>	<b>Unit 9: Revisiting the Writing Community</b>



# Building Social and Emotional Learning



Transforming classrooms to build strong,  
socially aware school communities

# Grade 3 Family & Community Pages

<https://hcpss.instructure.com/courses/34429>

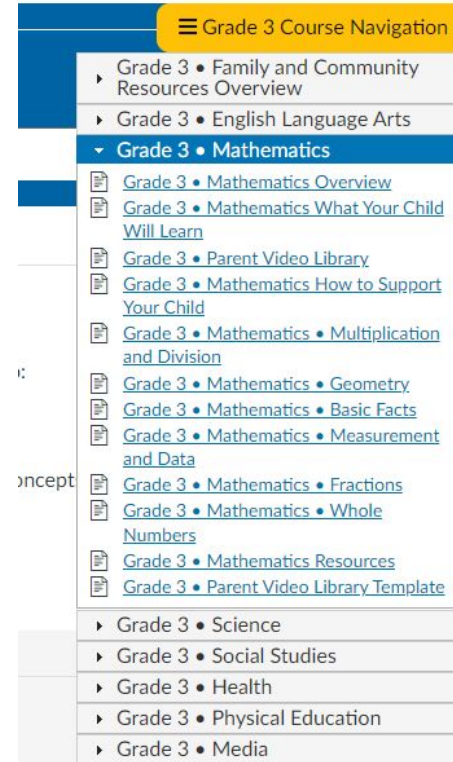


A screenshot of a web application's navigation menu. At the top is a yellow tab labeled "Grade 3 Course Navigation". Below it, a blue header contains "Grade 3 • Family and Community Resources Overview" and "Grade 3 • English Language Arts". A list of links follows, including "Grade 3 • Language Arts Overview", "Grade 3 • Language Arts What Your Child Will Learn", "Grade 3 • Language Arts • Parent Video Library", "Grade 3 • Language Arts How to Support Your Child", "Grade 3 • Language Arts • How to Pick a Book", "Grade 3 • Language Arts • What is IDR (Independent Daily Reading)?", "Grade 3 • Language Arts • Decoding", "Grade 3 • Language Arts • Vocabulary", "Grade 3 • Language Arts • Comprehension", "Grade 3 • Language Arts • Writing", "Grade 3 • Language Arts • Fluency", "Grade 3 • Language Arts • Speaking and Listening", and "Grade 3 • Language Arts • Lexia Core5 Support for Families". A small photo of two children is visible on the left side of the menu. A red arrow points from the right towards the "Grade 3 • Language Arts What Your Child Will Learn" link.

the text.  
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# Mathematics Structures

- 75 minutes daily
- Begins with a high-quality number routine
- Standards based instruction: high quality tasks, variety of representations, purposeful questions, and student discourse
- Closure everyday



Grade 3 Course Navigation

- ▶ Grade 3 • Family and Community Resources Overview
- ▶ Grade 3 • English Language Arts
- ▼ **Grade 3 • Mathematics**
- ▶ [Grade 3 • Mathematics Overview](#)
- ▶ [Grade 3 • Mathematics What Your Child Will Learn](#)
- ▶ [Grade 3 • Parent Video Library](#)
- ▶ [Grade 3 • Mathematics How to Support Your Child](#)
- ▶ [Grade 3 • Mathematics • Multiplication and Division](#)
- ▶ [Grade 3 • Mathematics • Geometry](#)
- ▶ [Grade 3 • Mathematics • Basic Facts](#)
- ▶ [Grade 3 • Mathematics • Measurement and Data](#)
- ▶ [Grade 3 • Mathematics • Fractions](#)
- ▶ [Grade 3 • Mathematics • Whole Numbers](#)
- ▶ [Grade 3 • Mathematics Resources](#)
- ▶ [Grade 3 • Parent Video Library Template](#)
- ▶ Grade 3 • Science
- ▶ Grade 3 • Social Studies
- ▶ Grade 3 • Health
- ▶ Grade 3 • Physical Education
- ▶ Grade 3 • Media

# What Will Your 3rd Grader Learn in Math?

<b>Measurement Topic</b>	<b>3rd Grade</b>	<b>4th Grade</b>
<i>Place Value</i>	Compare, Round, Estimate 3 digit Numbers	Compare, Round, Estimate Multi Digit Numbers
<i>Addition /Subtraction</i>	<i>Using a variety of place value strategies</i>	<i>Using Standard Algorithm</i>
<i>Multiplication / Division</i>	Introduction to Concept and Basic Facts	Multi-Digit using a variety of place value strategies
<i>Fractions</i>	Introduction to Concept	Adding, Subtracting, Multiplying, Equivalency
<i>Measurement</i>	Area/Perimeter, Time, Graphing	Graphing, Measuring Angles, Conversions
<i>Geometry</i>	Shapes	2- D shapes, Types of Lines, Types of Angles



# Content

## **Content Includes:**

- Science
- Social Studies
- Health

## **Quarter 1**

- 4 weeks of Science
- 1 week of Health
- 4 weeks of Social Studies

# 3rd Grade Content Topics

## Science

- Unit 1 - Life Cycles and Traits
- Unit 2 - Weather and Climate
- Unit 3 - Forces and Interactions
- Unit 4 - Plant and Animal Survival

## Social Studies

- Unit 1: How the Past Influenced the Present
- Unit 2: How Can I Improve My Community?
- Unit 3: How Can Students Help Solve Problem in Their Community?
- Unit 4: Why Does Location Matter?

## Health

- Quarter 1: Social & Emotional Health
- Quarter 2: Emergency Preparedness
- Quarter 3: Substance Abuse Prevention
- Quarter 4: Personal Health & Disease Prevention

# Grading & Reporting

## What's the SAME from 2nd Grade?

- Our instruction has always been based on standards in a curriculum
- Report cards will report on progress of those standards
- Gradebooks are live on CANVAS
- No Interims
- Quarterly grades will be determined by percentage of points earned
- Grades are made up of a collection of observational data, classwork, assessments
- Grayed out areas were not taught during that quarter
- Related Arts Grades are reported Q2 & Q4

# Intermediate Report Card FRONT: Grade 4 Sample

Student: #Error

Student ID:

Grade:

Teacher: , .

<b>Student performance</b> - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
<b>Learning Behaviors</b> - Indicates student demonstration of learning
1 - Meets Expectation
2 - Making Progress Towards Expectation
3 - Limited/No Progress Towards Expectation

### REPORTING PERIOD

ATTENDANCE	1	2	3	4	Total
Days Absent					#Error
Days Present					#Error
Days Tardy					#Error

### REPORTING PERIOD

LANGUAGE ARTS	1	2	3	4
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates speaking and listening skills to productively participate in conversations				

	REPORTING PERIOD			
MATHEMATICS	1	2	3	4
Demonstrates understanding of number and fraction concepts				
Demonstrates understanding of addition and subtraction				
Demonstrates understanding of multiplication				
Demonstrates understanding of division				
Demonstrates understanding of patterns, expressions, equations, and algebraic thinking				
Demonstrates understanding of measurement, data, and geometry				
SCIENCE				
Demonstrates use of science and engineering practices to build understanding of the content				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level Earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
SOCIAL STUDIES				
Demonstrates understanding of social studies concepts				
Demonstrates ability to appropriately use social studies skills				
HEALTH EDUCATION				
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

**Reporting Period:** Each reporting period stands independent; the fourth marking period is not cumulative

### LANGUAGE ARTS

### MATH

### SCIENCE

### SOCIAL STUDIES

### HEALTH EDUCATION

LEARNING BEHAVIORS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Demonstrates Interpersonal Skills																					
Demonstrates Responsibility																					
Demonstrates Perseverance																					
Demonstrates Collaboration																					
Demonstrates Initiative																					

**Understanding the report card:** A gray box above indicates the score is not reported during the reporting period. N/A means "not available," see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

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Academic Codes and Learning Behavior Codes defined

## REPORTING PERIOD

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## REPORTING PERIOD

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Demonstrates speaking and listening skills to productively participate in conversations				

	REPORTING PERIOD		
	2	3	4
Demonstrates understanding of grade level life science concepts			
Demonstrates understanding of grade level Earth/space science concepts			
Demonstrates understanding of grade level physical science concepts			
<b>SOCIAL STUDIES</b>			
Demonstrates understanding of social studies concepts			
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## LANGUAGE ARTS

## MATH

## SCIENCE

## SOCIAL STUDIES

## HEALTH EDUCATION

LEARNING BEHAVIORS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
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Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and writing and speaking				
Demonstrates speaking and listening skills to conversations				

LEARNING BEHAVIORS	1
Demonstrates Interpersonal Skills	
Demonstrates Responsibility	
Demonstrates Perseverance	
Demonstrates Collaboration	
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Front side:  
Content Areas with  
Quarterly Grades only

Reporting period stands independent; the fourth marking is not cumulative

SOCIAL STUDIES				HEALTH EDUCATION			
1	2	3	4	1	2	3	4

**Understanding the report card:** A gray box above indicates the score is not reported during the reporting period. N/A means "not available," see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

For more information about grading and reporting, please visit <https://www.hcpss.org/report-cards>

# Intermediate Report Card FRONT: Grade 4 Sample

Student: #Error

Student ID:

Grade:

Teacher: , ,

<b>Student performance</b> - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
<b>Learning Behaviors</b> - Indicates student demonstration of learning
1 - Meets Expectation
2 - Making Progress Towards Expectation
3 - Limited/No Progress Towards Expectation

REPORTING PERIOD					
ATTENDANCE	1	2	3	4	Total
Days Absent					#Error
Days Present					Error
Days Tardy					Error

REPORTING PERIOD					
LANGUAGE ARTS	1	2	3	4	Total
Demonstrates Interpersonal Skills					
Demonstrates Responsibility					
Demonstrates Perseverance					
Demonstrates Collaboration					
Demonstrates Initiative					

REPORTING PERIOD				
MATHEMATICS	1	2	3	4
Demonstrates understanding of number and fraction concepts				
Demonstrates understanding of addition and subtraction				
Demonstrates understanding of multiplication				
Demonstrates understanding of division				
Demonstrates understanding of patterns, expressions, equations, and algebraic thinking				
Demonstrates understanding of measurement, data, and geometry				
SCIENCE				
Demonstrates use of science and engineering practices to build understanding of the content				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level Earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
SOCIAL STUDIES				
Demonstrates understanding of social studies concepts				
Demonstrates ability to appropriately use social studies skills				
HEALTH EDUCATION				
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

**Reporting Period:** Each reporting period stands independent; the fourth marking period is not cumulative

LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Demonstrates Interpersonal Skills																					
Demonstrates Responsibility																					
Demonstrates Perseverance																					
Demonstrates Collaboration																					
Demonstrates Initiative																					

**Understanding the report card:** A gray box above indicates the score is not reported during the reporting period. N/A means "not available," see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

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Academic Codes and Learning Behavior for student

# Intermediate Report Card FRONT: Grade 4 Sample

Student: #Error

Student ID:

Grade:

Teacher: , ,

<b>Student performance</b> - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
<b>Learning Behaviors</b> - Indicates student demonstration of learning
1 - Meets Expectation
2 - M
3
A
D
D
D
L
D
A
W
A
w
Dem
conversations

Gray boxes = no grade  
for that quarter  
automatically populated  
based on standards  
taught each quarter

	REPORTING PERIOD			
	1	2	3	4
<b>MATHEMATICS</b>				
Demonstrates understanding of number and fraction concepts				
Demonstrates understanding of addition and subtraction				
Demonstrates understanding of multiplication				
Demonstrates understanding of division				
Demonstrates understanding of patterns, expressions, equations, and algebraic thinking				
Demonstrates understanding of measurement, data, and geometry				
<b>SCIENCE</b>				
Demonstrates use of science and engineering practices to build understanding of the content				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level Earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
<b>SOCIAL STUDIES</b>				
Demonstrates understanding of social studies concepts				
Demonstrates ability to appropriately use social studies skills				
<b>HEALTH EDUCATION</b>				
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

**Reporting Period:** Each reporting period stands independent; the fourth marking period is not cumulative

	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION			
<b>LEARNING BEHAVIORS</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Demonstrates Interpersonal Skills																				
Demonstrates Responsibility																				
Demonstrates Perseverance																				
Demonstrates Collaboration																				
Demonstrates Initiative																				

**Understanding the report card:** A gray box above indicates the score is not reported during the reporting period. N/A means "not available," see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

For more information about grading and reporting, please visit <https://www.hcpss.org/report-cards>









# Grading & Reporting

## What's DIFFERENT from 2nd Grade?

- Letter Grades replace M/P/L

## What's DIFFERENT from 2023?

- All students are measured against the grade level expectation versus their instructional level

# Grading & Reporting

**A** - 90% or higher - **Consistently** meets expectations of the curriculum standards

**B** - 89% - 80% - **Frequently** meets expectations of the curriculum standards

**C** - 79% - 70% - **Making *sufficient* progress** toward expectations of the curriculum standards

**D** - 69% - 40% - **Making *insufficient* progress** toward expectations of the curriculum standards

**E** - 39% or below - **Limited / No progress** toward expectations of the curriculum standards

**N/A** - Not available

# Communication

## Canvas

- Inbox messaging
- Announcements
- Assignments and Grading

The screenshot displays a Canvas LMS interface. At the top, it says "Welcome, Allison Goldman!" with a three-dot menu icon to the right. Below this is a navigation bar with icons and labels for "Homeroom", "Schedule", "Grades", "Resources", and "To Do". The main content area is titled "Homeroom 3 03-Goldman-FY-PLES" with a pencil icon and a timestamp "Sep 9 at 10:26am". Underneath, it says "Orchestra" and "From the Music Department". The main message reads: "It's time to sign up for band and orchestral". Below this, a paragraph of text explains that students in 3<sup>rd</sup> and 4<sup>th</sup> grade will attend assemblies, and students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade may participate in orchestra, band, or orchestra. It includes a link to an enrollment form and a contact email for Ms. Strawley. At the bottom, there is a "My Subjects" section with a plus icon and a list of "Published Courses (16)". Three subject cards are visible: "ELA" with a speech bubble and pencil icon, "Math" with a red triangle and "123" text, and "Science" with a green leaf icon.



# Communication

## Dojo

- Inbox messaging
- Class Announcements
- Pictures
- Translates to Spanish
- Easy to use

***Are you connected?***



# Communication

**Phone calls:** (410) 313-6886

*Please save so you know it's PLES calling.*

## **Emails**

allison\_goldman@hcpss.org

ashley\_winde@hcpss.org

katherine\_oneill@hcpss.org

madison\_lee@hcpss.org

sekwana\_horge@hcpss.org

virginia\_henderson@hcpss.org



# Attendance

If your 3rd grader will be absent or late, please notify the teacher and send an email to

[PLESAbsence@hcpss.org](mailto:PLESAbsence@hcpss.org)

# Dismissal Procedures

- Thank you to everyone who has updated your Family File! If you have not yet done this, please complete ASAP.
- Change of dismissal contact teacher/office ASAP
- Notification must be in writing or by phone call from an adult (preferably handwritten)

***All Walkers are released out the back doors***

***All Car Riders are released at the car loop***

# Homework

We are realigning Homework with the Into Reading Program. It will start around Quarter 2. A more formal timeframe will be sent out in the Nest News in Canvas Announcements.

In the meantime:

- Read with your child
- Have your child read independently
- Have your child write
- Use the Family & Community Resource Page for ideas!

**Take Home Folder/Thursday Folder: All graded work, fliers, etc will come home on Thursday.**

# How to Support Your Child at Home

## ELA

- Read as often as possible with your child.
- Encourage your child to read independently at least 25 books annually.
- Establish a routine at home for reading.
- Read an action story or tale of adventure to replace an evening TV program.
- Be a role model. Let your child see you read for pleasure.

## Math

- Find everyday opportunities: Look for ways to do math every day, such as working on puzzles or reading books together that include math.
- Discuss math in the media: Talk about the math you find in news articles, magazines, and television shows.
- Use technology: Help your child use computers, calculators, and pencil and paper to solve problems.
- Make mistakes part of learning: Encourage your child to learn from their mistakes.
- Review memorized facts: Help your child review facts they've memorized.
- Have a positive attitude: Try to have a positive attitude about math and set high standards for your child's achievement.

# BRIDGES Program HCPSS

- ★ BRIDGES operates after school Mondays through Thursdays from November 4-April 10.
- ★ There are 3 eight week sessions during the year.
- ★ Each daily session includes:
  - Academic class-Book Club, Math, or STEM
  - Enrichment class-students have choice in these classes.
  - Snack and dinner.
- ★ Schools invite students based on academic assessment data and teacher recommendations.
- ★ Bus transportation provided.
- ★ Tim Deppen = site coordinator

# Volunteering

- ❑ Read to the class or small group of students
- ❑ Take things home to cut/organize
- ❑ Play academic/social games with a small group of students
- ★ Consider: Do you prefer to volunteer in your child's class or would you be willing to go anywhere in the building?

# Reminders

- **Label** all items sent to school (jackets, water bottle, lunch box, etc.)
- Check Canvas regularly for grades and updates
- Talk to your child about their day and experiences





# Questions & Evaluation

**Thank you for your support! We are  
thrilled to partner with you!**

*Please take a few minutes to provide us with  
feedback about our presentation and some topics  
discussed.*

# 3rd Grade Resources

**Phone:** (410) 313 - 6886

**PLES Website:** <https://ples.hcpss.org/>

## **Grading & Reporting:**

<https://hcpss.instructure.com/courses/208494>

## **Family & Community Resources:**

[https://hcpss.instructure.com/courses/34429/pages/grade-3-star-family-and-community-resources-home-page?module\\_item\\_id=452687](https://hcpss.instructure.com/courses/34429/pages/grade-3-star-family-and-community-resources-home-page?module_item_id=452687)

- Overview of all content areas
- What Your Child Will Learn Guides
- Videos
- How to Support Your Child at Home Resources

**Attendance:** If your 3rd grader will be absent or late, please notify the teacher and send an email to [PLESAbsence@hcpss.org](mailto:PLESAbsence@hcpss.org)

**HCPSS Connect:** <https://www.hcpss.org/connect/>

- CANVAS instructional Support/Resources/Grades/Communication
- Family File
- School Directory to connect with other families
- Standardized Test Scores: MAP, MCAP, etc
- Report Cards

**LINQ Connect:** <https://www.hcpss.org/food-services/>

- Lunch Money