



*Family Guide
for
Grade Three*



EIGHTH EDITION

September 2007



—HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flones
Superintendent

Jodi Smith, Executive Director
Learning & Teaching Department

GRADE THREE Promotion Standards

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

4 ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA] ABOVE 39 ABOVE GRADE LEVEL ON LEVELS TEST TARGETS [207+RDG.] [218+MATH]	MOSTLY 4'S	URNS IN EXTRA WORK
3 MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA] At Level 35-38 AT GRADE LEVEL ON LEVELS TEST TARGETS [200+RDG] [206+MATH]	CONSISTENT MOSTLY 3'S	REGULARLY TURNS IN WORK
2 WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA] At Level 29-34 1 GRADE LEVEL BELOW LEVELS TEST TARGETS [185-199 RDG] [191-205 MATH] Light's Assessment indicates possible retention	SOME CLASSROOM- BASED EVIDENCE OF GROWTH MOSTLY 2'S	TURNS IN SATISFACTORY WORK INCONSISTENTLY
1 BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA] At Level 28 2 OR MORE GRADES BELOW ON LEVELS TEST TARGETS [LESS THAN 184 RDG] [LESS THAN 191 MATH] Light's Assessment indicates retention	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH MOSTLY 0-1'S	TURNS IN LITTLE OR NO WORK
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES</i>	<i>CLASSROOM-BASED EVIDENCE [Report Card]</i>	<i>WORK ETHIC/ STUDY SKILLS</i>

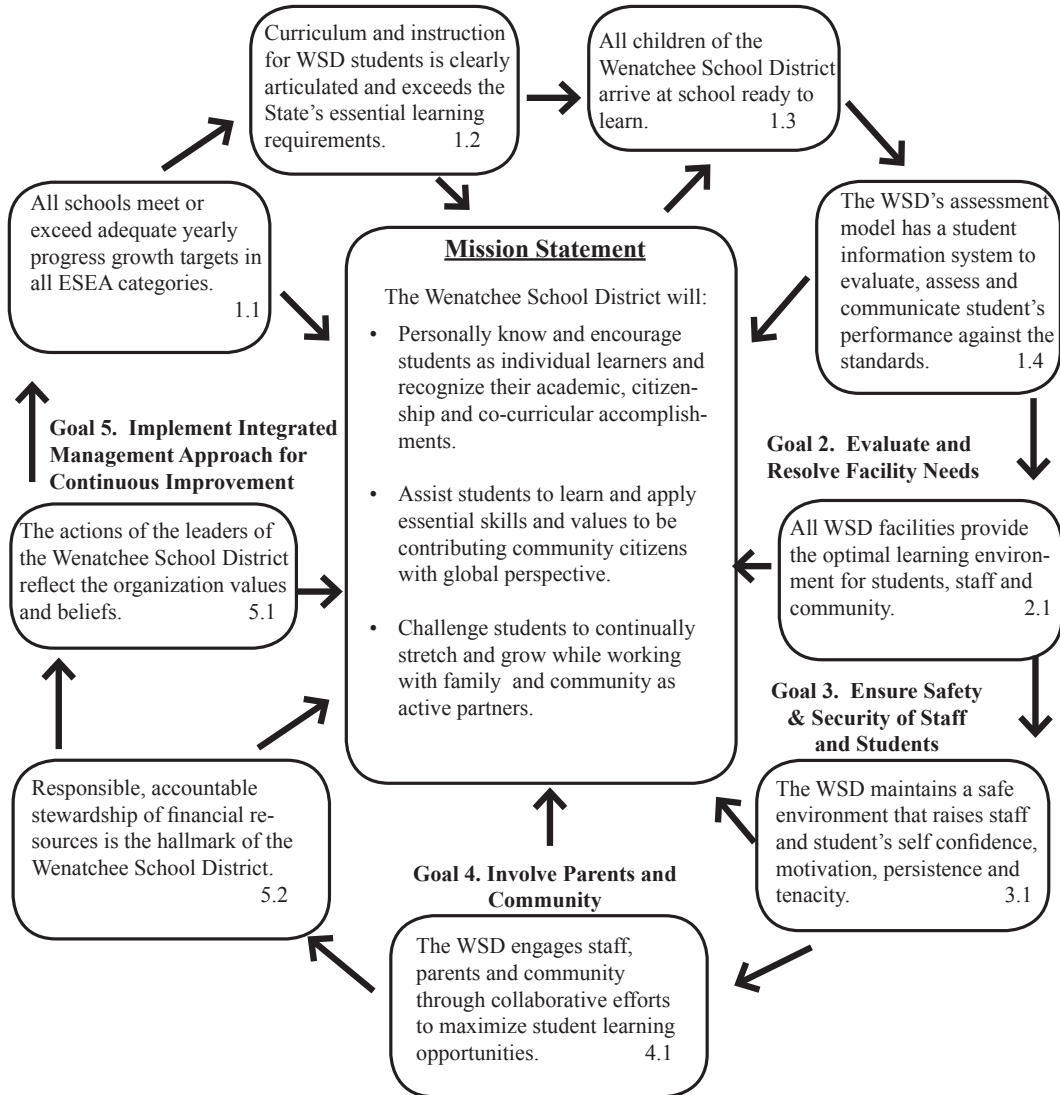
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



Vision Elements

Students will meet or exceed standards when:

Goal 1. Improve Student Achievement



School Board Members -
 Kevin Gilbert, President
 Jesús Hernández, Vice President
 Laura Jaecks
 Chuck Largent
 Karen Norlin

Brian Fones, Superintendent

Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

By the end of third grade, your student must be able to:

- Gather and synthesize information from electronic text for reading and planning for writing.
- Demonstrate the ability to use reference material, including Internet searches.
- Word process using correct technique.
- Proofread and edit for grade-level conventions while word processing.
- Recognize and predict digital figure transformations (slides, flips, and turns).
- Use a “Draw” software program to create geometric figures.
- Use technology to browse and retrieve mathematical information.
- Gather, organize, and clarify mathematical information through word processing narrative.

The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:

- *Students* – <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- *Parents* – <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

Curriculum-related Internet resources to use at home:

- *Internet 4 Teachers – For Use as Independent Skill Activities*
 - *o* http://www.internet4classrooms.com/skills_3rd_original.htm
- *Interactive Skill-Based Curriculum _Activities and Games for Students*
 - *o* http://www.forsyth.k12.ga.us/sbeck/interactive_curriculum_sites.htm
- *Getting Students Connected*
 - *o* http://www.gsc.amdsb.ca/grade_three.htm
- *Picadome Interactive*
 - *o* <http://www.picadome.fcps.net/lab/interactive/intermediate.htm>
- *KidPort*
 - *o* <http://www.kidport.com/Grade3/Grade3Home.htm>

Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

Reading

Third grade reading students combine skills to read fluently and with meaning in a wider range of genres. He/she demonstrates understanding of what is read through discussions, written responses and using evidence from text to support his/her thinking. He/she also reads for pleasure, choosing books based on personal preference.

How you can help your child with reading:

- *Read to and with your child everyday. Recognize and be proud of their success.*
- *As you read, ask questions like: What do you think will happen to the main character? What happened first? Has anything like this happened to you?*
- *Encourage your child to read for different reasons – for fun, answer a question, to follow directions – and to talk about the books they read.*
- *Use the Internet to find suggested reading lists.*

Your child needs to understand and use different skills and strategies to read:

- Uses word parts to understand longer words.
- Builds vocabulary through a variety of reading.
- Reads grade level stories correctly and with expression.

Your child needs to understand the meaning of what is read:

- Shows comprehension of both fiction (literary) and nonfiction (informational) text.
- States the order of events in a story.
- Makes predictions.
- Questions
- Makes connections to their own life.

Your child needs to read different materials for a variety of purposes:

- Reads materials such as: schedules, newsletters, signs, and labels .
- Reads to learn new information or to perform a task.
- Gathers information from a variety of reference materials including the Internet to complete a task (like writing a report) or to investigate a hobby.

Your child needs to set goals and evaluate progress to improve reading:

- Identifies reading strengths and weaknesses.
- Sets goals for areas that need improvement.
- Creates a plan to meet goals and monitors progress.
- Shares' reading likes and dislikes with classmates.

Resources to use at home:

7 Keys to Comprehension – How to Help Your Kids Read it and Get it! By Susan Zimmermann and Chryse Hutchins.

Wenatchee Public Library – telephone # 662-5021.

BookAdventure.com = variety of book lists based on interest and grade level.

Reading Series:

Cam Jansen series by David Adler

Judy Moody series by Megan McDonald

Writing

Your third grade writer is now writing longer pieces, especially narrative stories. He/she divides the writing into sections using paragraphs or chapters. Considering suggestions about their writing from classmates is another characteristic of this grade.

How you can help your child with writing:

- *Show that you enjoy and value your child's writing by praising their writing efforts.*
- *Ask questions about your child's writing like: "What is your favorite part of this piece?" "Which sentence do you like the best?"*
- *Help your child to write letters and notes, as well as modeling your own personal writing both handwritten and on the computer.*
- *If your child has access to a computer, purchase programs that involve reading writing or spelling for real purposes.*

Your child needs to understand and use the writing process:

- Brainstorms ideas.
- Writes a draft.
- Revises to improve the piece.
- Edits to fix errors (uses tools both written and computer-based).
- Publishes

Your child needs to write in a variety of forms for different audiences and purposes:

- Writes in different forms such as fairy tales, poetry, reports, and directions.
- Writes to entertain, to learn, and to explain.
- Practices filling out forms (i.e. book orders and invitations).

Your child needs to write clearly and effectively:

- Organizes clearly with a beginning, middle, and end.
- Varies short sentences and long sentences.
- Chooses powerful words.

Your child needs to analyze and evaluate the effectiveness of written work:

- Identifies reading strengths and weaknesses.
- Sets goals for improvement.
- Creates a plan to meet goals and monitor progress.
- Listens to others' writing and offers feedback.

Resources to use at home:

[Live Writing – Breathing Life into Your Words](http://www.sandrarium.com/tips/tips_howtohelp.htm) by Ralph Fletcher

http://www.sandrarium.com/tips/tips_howtohelp.htm — writing process support for parents.

<http://www.meddybemps.com/9.700.html> — publish your child's work on line and read other published stories.

Communication

Third grade communication students are using listening skills to comprehend more difficult information. He/she is able to extend ideas and elaborate on information in a conversation. He/she can now work independently or in a group.

How you can help your child with communication:

- *Set aside 10-15 minutes to discuss what has happened during the day.*
- *Ask questions like, “Can you retell that story?” or “What is one of your favorite events in that story?”*

Your child needs to use listening and observation skills to gain understanding:

- Pays attention for 30 minutes to group activities.
- Retells story with six or seven story elements (includes character, setting, problem, solution and 3 events).
- Explains the difference between fact and opinion and supports with evidence.

Your child needs to use communication skills and strategies to interact/work effectively with others:

- Adjusts language to the situation.
- Understands when to talk and when to listen.
- Encourages others to participate.

Your child needs to use communication skills and strategies to effectively present ideas and ones’ self in a variety of situations:

- Supports ideas with four or five details.
- Uses reliable on-line sources with teacher help.
- Adjusts body language to engage the audience.

Your child needs to analyze and evaluate the effectiveness of communication:

- Identifies strength and an area needing improvement using a rubric or scoring guide.
- Offers feedback to classmates using a rubric or scoring guide.
- Creates a plan to meet a goal and monitor progress.

Resources to use at home:

<http://www.areyougame.com/Interact/default.asp> - games to play with your family

Mathematics

Third grade math students will be working on number sense, measurement, geometry, algebraic sense, probability/statistics and problem solving through: math problems, thematic investigations, exploration, calendar activities, guided practice and Home Connections (activities completed at home).

How you can help your child with Math:

- *Play Battleship, Monopoly, Racko, Yahtzee or any other game that requires keeping score, tracking time and/or money.*
- *Practice addition, subtraction, multiplication & division facts.*
- *Make mathematical connections as you use math in your daily life (e.g. shopping, cooking, building, activity/party planning, etc.)*
- *Look for and discuss charts, graphs, and other forms of data collections from newspapers and magazines*
- *Make it a priority to help your child with his/her homework (e.g. practicing basic math facts, playing math games, completing worksheets).*

In Number Sense:

- Your child needs to be fluent in addition and subtraction facts through 18 ($9+9$) and be able to add and subtract multi-digit numbers.
- Your child needs to be able to solve multiplication and division problems.
- Your child needs to be able to use a variety of estimation strategies.

In Measurement:

- Your child needs to be able to select and use appropriate tools to measure length, time, weight and temperature.
- Your child needs to be able to make reasonable estimates for length, height, weight and perimeter.

In Geometry:

- Your child needs to understand congruency (when two shapes are the same size & shape).
- Your child needs to understand and be able to identify the attributes (characteristics) of two-dimensional shapes.
- Your child needs to understand the location of number on a number line (e.g. that 456 is between 400 and 500).

Mathematics

In Probability & Statistics:

- Your child needs to be able to interpret data from tables, charts and bar graphs.
- Your child needs to understand and be able to display data in tables, charts, picture or bar graphs.
- Your child needs to be able to describe the likelihood of an event happening (certain, likely, impossible).

In Algebraic Sense:

- Your child needs to be able to understand patterns of objects, including number patterns (e.g. stacking cans in a pyramid, observing textile patterns).
- Your child needs to understand the concept of mathematical equality and inequality ($=$, $<$, $>$).
- Your child needs to be able to create equations from word problems with an unknown number (e.g. $20 + \square = 30$).

In Problem Solving & Communication:

- Your child needs to be able to use a variety of strategies and approaches to solve real-life problems.
- Your child needs to choose appropriate tools to solve problems (e.g. rulers, Base 10 piece, clocks, pattern blocks, money, geoboards).
- Your child needs to be able to make reasonable predictions and justify solutions.

Resources to use at home:

Use your school website! To get to your school website, you can start at the district homepage at: home.wsd.wednet.edu

“Math to Know” (a mathematics handbook) – available in English and Spanish at local bookstores / educational supply stores

Online (virtual) manipulatives (math tools) website: nlvm.usu.edu/en/nav/vlibrary.html

Website: games.funschool.com

Website: www.funbrain.com

Website: www.internet4classrooms.com/skills_3rd_math.htm

Science

Third grade science students begin to explore more complex systems and make inferences about their observations. Students are developing an understanding of systems and are able to identify individual parts and how they work together. In order to understand how the connections between the parts interact, students begin to manipulate one part and look for a change in the system. For example, students may study a system of plant growth by observing what happens to plant growth under different light conditions.

HOW CAN YOU HELP YOUR CHILD WITH SCIENCE:

Human Body Unit:

Learning Goal: Describe what the major organs of the human body do (eg., skin protects the body, brain sends signals to the other parts of the body, heart pumps blood)

Activities: Read the “Magic School Bus Inside the Human Body” by Joanna Cole, make a list of body organs and research what they do, take walks to keep a healthy heart (body organ).

Questions: Why is it important to have a healthy heart? How does your brain get messages to your hand? (nerves). What are some reasons we have skin? (protect our body from harmful substances; keep our bodies from drying out).

Learning Goal: Describe how all of the organ systems in the human body depend on each other (eg., what would happen if one part of the human body system was missing).

Activities: Blindfold your child and have them walk around the house sense how things are different, have your child try eating dinner with their other hand.

Questions: What do you think might happen if you lost your hearing? How do you breath if your nose is plugged up?

Learning Goal: Describe how the systems allow the human body to take in and use mineral nutrients, air, food, and water for living, growth, and repair (eg., breathing in air to get oxygen to live).

Activities: Read food labels on boxes and cans and compare different kinds of cereal, crackers, and milk, read books about digestion.

Questions: Where does a piece of apple go after it goes in your mouth? Why is it important to take vitamins? Why is it important to drink a lot of water?

**Sky, Seasons and Weather Unit:

Learning Goal: Observe and describe how the Sun, Moon, and stars look different from Earth over a year.

Activities: Observe the night sky and notice what time you see the first star, find the “Big Dipper” from your front yard in the fall, winter, spring and summer, draw the moon once a week for 8 weeks looking for patterns.

Questions: Where are the stars during the day? Why does the moon seem to change shape? Where is the sun in the morning? Where is the sun at night?

Science

Learning Goal: Describe how water cycles through the land, oceans, and air.

Activities: Set out a glass of water for a week and record how the water level changes, observe different clouds, compare rainfall in Wenatchee and Seattle.

Questions: Where does our drinking water come from? Where does the Columbia River begin and end? How much of Earth is water instead of land?

Learning Goal: Describe the weather patterns of each season.

Activities: Put a cup outside to catch rain and measure how much rain is in it during different months, notice which direction the wind blows from during different times of the year, record the temperature each month, cut out the weather page of the newspaper once a week and compare.

Questions: Why does it snow in the winter (because the north part of Earth is tilted away from the sun)? How does the number of cloudy days in the spring compare to the number of cloudy days in the summer?

Measurement Unit:

Learning Goal: Describe tools people have invented for everyday life and scientific investigations.

Activities: Measure 4 people's feet with a ruler using both inches and centimeters and compare lengths, follow a recipe using correct measurements, make a list of tools used by people for everyday life.

Questions: Why is it important to put in the correct amount of ingredients when following a recipe? What are five things we use measurement for at home? (measure soap in the washing machine, measure fabric when sewing, measure wood when building, etc.).

Resources to use at home:

"Water Dance" by Thomas Locker

Follow the local weather forecast in the newspaper or on TV

"The Heart" by Seymour Simon

Attend a first aid class with your child at the hospital

"A Drop of Water" by Walter Wick

<http://www.kathimitchell.com/scien2.html>

"The Reasons for Seasons" by Gail Gibbons

<http://fossweb.com/modulesK-2/index.html>

"Sunshine Makes the Seasons" by Franklyn Branley

"The Moon Seems to Change" by Franklyn Branley

"A Child's Introduction to the Night Sky:

The Story of the Stars, Planets, and Constellations--and How You Can Find Them in the Sky" by Michael Driscoll

**These units are in the process of being developed and aligned with Washington State Science GLEs

Social Studies

Third grade social studies students will study culture and customs.

How you can help your child with social studies:

- *Visit local museums.*
- *Involve your child in community celebrations such as the Salmon Festival,*
- *Cinco de Mayo, Gathering of the Tribes.*
- *Visit local dams and fish hatcheries.*
- *Talk to your child about conservation of natural.*
- *Involve them in recycling projects.*

By years end, your child will be able to:

- Understand cultures and traditions change over time.
- Understand how communities are formed and how different cultures interact with one another to form those communities.
- Understand how communities change over time.
- Understand that the affect geography and climate have on the development of cultures.
- Understand the role that recycling plays in conserving natural resources.

Resources to use at home:

Save our Wild Salmon: www.wildsalmon.org/Salmon

Salmon Life Cycle: www.streamnet.org/pub-ed/ff/Factsheets/Lifecycle.html

Library of Congress: memory.loc.gov/ammem/collections/pacific/

Health and Fitness

How you can help your child in health:

- *Discuss bicycle safety practices and ways to prevent injuries.*
- *Practice emergency drills and procedures for your home.*
- *Include your student in meal planning and preparation.*
- *Model positive communication skills.*
- *Discuss and demonstrate respect for cultural diversity.*

In Health your child needs to be able to:

- Identify and label body systems.
- Practice responsible habits for personal health/hygiene.
- Look for nutrients of foods.
- Understand the affects of sugar, salt and fats.
- Recognize the benefits of healthy decisions.

How you can help your child with fitness:

- *Provide opportunities to create movement sequences.*
- *Practice throwing, catching, kicking, dribbling and hitting skills.*
- *Organize a family exercise time using warm-up and cool down times.*
- *Encourage play with children of other cultures, genders, and abilities.*
- *Attend a sporting event and discuss evidence of good sportsmanship.*

In Fitness your child needs to be able to:

- Demonstrate skills of chasing, fleeing and dodging to avoid others.
- Combine movement patterns in time to music.
- Receive and send objects in a continuous motion.
- Use concepts of space awareness and movement control.
- Sustain activity for longer periods of time.
- Identify changes in the body during vigorous physical activity.
- Locate pulse and calculate heart rate.
- Support body weight for climbing and hanging.
- Accept the feelings resulting from challenges, successes and failures in physical activity.

Resources to use at home:

www.pecentral.org

www.eatsmart.org

www.americanheart.org

www.keepkidshealthy.com

Dance and Movement

How you can help your child with dance:

- *Encourage active participation, both in and outside of school.*
- *Reinforce proper audience etiquette.*

In Dance your child needs to be able to:

- Maintain a steady beat to music through movement.
- Demonstrate balance using a variety of levels and shapes.
- Perform dances in unison with others, such as, scatter square dance, line dances, and folk dances.

Resources to use at home:

www.pecentral.com

www.christylane.com

www.aahperd.org/nda

Visual Arts

Third grade students will be able to identify and use visual arts vocabulary and concepts, and apply basic skills and techniques.

How you can help your child with Visual Arts:

- *Display artwork around the home and workplace.*
- *Keep a variety of art materials available.*
- *Encourage safe use of material and clean-up practices.*
- *Do art projects with your child.*
- *Talk about the art objects in your home.*
- *Sign, date and save some artwork in a folder.*
- *Visit online galleries, museums and cultural events.*

Your child needs to understand and apply Visual Arts concepts, vocabulary and skills in order to:

- Identify geometric forms (e.g. sphere, cone, cube), both written and digital.
- Identify and mix intermediate colors.
- Identify and use positive/negative space.
- Identify and use a variety of artwork.
- Understand and demonstrate light and dark values.
- Demonstrate proper care of tools and materials.
- Use line to create details.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative, performing and responding/reflecting process to Visual Art.
-

Your child needs to understand how to communicate through visual art by:

- Blending art media for different visual purposes.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Describing the features of a specific artists or culture's art.
- Describing career roles in Visual Art and demonstrating the skills used in the world of work.

Resources to use at home:

Office of Superintendent of Public Instruction at <http://www.k12.wa.us/curriculumInstruct/arts/>

Wenatchee School District web site at <http://home.wsd.wednet.edu/>

Music

Third grade music students will be able to identify and use music vocabulary and concepts, and apply basic music skills and techniques.

How you can help your child with Music:

- *Sing and/or play instruments together.*
- *Listen to, attend, and participate in a variety of musical activities.*
- *Obtain videos of musicals suitable for children*
- *Listen to various recordings of vocal/instrumental performances.*
- *Discuss how music and the other arts are used outside of school.*

Your child needs to understand and apply Music concepts, vocabulary and skills in order to:

- Read and write rhythms including half and whole notes and rests.
- Identify and use forte [f] and piano [p].
- Identify and perform simple musical forms [i.e. verse-refrain, round/canon].
- Identify that a melody is steps, skips and repeated notes.
- Aurally discriminate between unison and harmony and between same and different melodic phrases.
- Sing and match pitch [do, re mi, sol, la/pentatonic scale].
- Aurally recognize rhythmic sets of twos and threes.
- Play various unpitched percussion instruments showing appropriate care.
- Sing rounds and partner songs.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative process in the music classroom.
- Applying a performing process in the music classroom.
- Applying a responding/reflecting process in the music classroom.

Your child needs to understand how to communicate through music by:

- Expressing ideas and feelings.
- Using the arts for a specific purpose [e.g. inform, motivate].
- Recognizing that aesthetic choices are influenced by environment and experience.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Identifying common compositional elements throughout various arts disciplines [i.e. beginning-middle-end, thematic developments, ABA, motif].
- Reinforcing learnings in other content areas.
- Recognizing that artworks reflect culture.

Resources to use at home:

“Music in the Wenatchee School District” <http://mv.wsd.wednet.edu/wsdmusic/wsdmusic.htm>

Local Music Teachers

- *Piano/Vocal/Instrumental*

Local Musicians

Local Music Stores

Music Department Links

Local Music Events

Educational Links

Wenatchee School District
Graduate Profile
“Prepared to be Contributing 21st Century Citizens”
(Adopted: February 10, 2003)

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

Students as Scholar:

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

Students as Citizen:

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

Student as Life Planner:

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

School Information:

Principal's Name: _____

Teacher's Name: _____

Child's Room Number: _____

School Telephone: _____

Teacher's Telephone: _____

Dates to remember:

Open House: _____

Teacher/Parent Confs: _____

End of 1st Trimester: _____

End of 2nd Trimester: _____

End of 3rd Trimester: _____

Favorite authors for third grade students:

Mary Pope Osborne

Betsy Duffey

Bruce Coville

Patricia Polacco

Chris Van Allsburg

Steve Jenkins (nonfiction)

Jon Scieszka

E. B. White

Gail Gibbons

Beverly Cleary

Eve Bunting

Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.