

## Joplin Schools 3rd Grade Readiness Indicators

**Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.**

### Physical Readiness:

- Skips and runs using a mature pattern.
- Travels demonstrating the difference between jogging and sprinting.
- Demonstrates 4 out of 5 critical elements for jumping and landing in a horizontal/vertical plane using a variety of 1 and 2 foot take offs and landings.
- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.
- Demonstrates various non-locomotor stability skills (balancing, rolling, twisting, curling, bending, stretching) leading to a 3 part sequence
- Throws underhand in a mature pattern and demonstrates beginning overhand critical elements.
- Catches a self tossed or well thrown ball with hands, not cradling or trapping against body.
- Dribbles continuously in self-space and while walking using the preferred hand, including using the feet in general space with control of ball and body.
- Uses a continuous running approach and kicks a moving ball, demonstrating critical elements of a mature pattern.
- Volleys an object, sending it upward with consecutive hits
- Strikes a ball with a short-handled implement, sending it forward using consecutive hits (racket)
- Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
- Jumps a self-turned consecutively forward and backward. Uses a long rope 5 times consecutively with student turners.
- Varies time and force with gradual increases and decreases.
- Describes large- motor and/or manipulative physical activities for participation outside P.E.
- Uses own body as resistance for developing strength (holds body in plank position, animal walks)
- Recognizes the “good health balance” of good nutrition with physical activity.
- Identifies physical activities that provide self- expression and that bring confidence and challenge.
- Exhibits responsible personal and social behavior that respects self and others, recognizes the role of rules and etiquette in teacher-designed activities.

### Social Readiness:

#### Follows Instructions

| Communication   | Collaboration  | Critical Thinking   | Creativity   |
|---|--|---|--|
| <input type="checkbox"/> Listens actively and attentively by following classroom listening rules (verbal quiet signals) | <input type="checkbox"/> Follows teachers' <b>multi step</b> directions for participation right away.<br><br><input type="checkbox"/> Exhibits and accepts personal responsibility | <input type="checkbox"/> Recognizes the rules and etiquette in teacher -designed activities<br><br><input type="checkbox"/> Responds appropriately to feedback by | <input type="checkbox"/> Seeks out solutions to unknown from self and others before going to teacher<br><br><input type="checkbox"/> Contributes to co construction of success |

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Confirms comprehension in the message by saying, "Okay" and retelling</li> <li><input type="checkbox"/> Asks questions for comprehension and clarity</li> <li><input type="checkbox"/> Retells in own words</li> </ul> | <p>(safe behaviors, following rules, taking turns)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes turns in discussion with partners</li> <li><input type="checkbox"/> Demonstrates interdependence within a group setting/project.</li> <li><input type="checkbox"/> Works independently with others in partner environments</li> </ul> | <p>asking appropriate questions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide feedback to peers using defined criteria for assignment/project</li> <li><input type="checkbox"/> Beginning to monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul> | <p>criteria for specific activity in class</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides suggestions for revisions against success criteria to peer</li> </ul> |
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| <b>Greets Others</b>   |  |  |  |
|--|--|--|--|
| <b>Communication</b>   | <b>Collaboration</b>   | <b>Critical Thinking</b>   | <b>Creativity</b>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Look at person when appropriate</li> <li><input type="checkbox"/> Use a pleasant voice to Say "Hi" or "Hello"</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with others (Would you like to join us? or Answers personal questions)</li> <li><input type="checkbox"/> Asks others for personal information (What is your name?)</li> <li><input type="checkbox"/> Confirms comprehension of question with non verbal acknowledgement (smiles, shakes head)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize when a peer is being left out and invites them to join the group.</li> <li><input type="checkbox"/> Makes sound judgments and decisions</li> <li><input type="checkbox"/> Articulates point of view</li> <li><input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows personal information and can use it inside of a conversation.</li> <li><input type="checkbox"/> Is beginning to use context of environment to start "small talk" (i.e. The weather is nice today or Did you rearrange our desks?)</li> </ul> |

| <b>Intellectual Readiness: English Language Arts</b>   | <b>Foundational Skills</b>   |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask and answer such questions as who, what where, when, why, and how to determine the key details in a text.</li> <li><input type="checkbox"/> Identify the main topic of a multi paragraph informational text as well as the focus of specific paragraphs within the text.</li> <li><input type="checkbox"/> Describe how characters in a story respond to major events and challenges.</li> <li><input type="checkbox"/> Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li><input type="checkbox"/> Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension.</li> <li><input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.</li> <li><input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</li> <li><input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul> |

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Determine/clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.</li><li><input type="checkbox"/> Describe how words and supply rhythm and meaning in a story, poem or song.</li><li><input type="checkbox"/> Determine the meaning of words or phrases in a text that are relevant to a grade level topic or subject area.</li><li><input type="checkbox"/> Know and use various text features to locate key facts or information in a text efficiently.</li><li><input type="checkbox"/> Write opinion pieces in which they introduce the topic or book, state an opinion, supply reasons that support opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</li><li><input type="checkbox"/> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li><li><input type="checkbox"/> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, feelings, use temporal words to signal event order, and provide a sense of closure.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.</li></ul> |
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**Intellectual Readiness: Mathematics**

**Mathematical Practices**

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- ❑ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- ❑ Add and subtract within 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- ❑ Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions. Also complete this with problems involving length.
- ❑ Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers.
- ❑ Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- ❑ Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (ex. in. and ft.)
- ❑ Solve word problems involving money, including finding and representing the value of combinations for dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.
- ❑ Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- ❑ Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

- ❑ Make sense of problems and persevere in solving them.  
Work to understand the information given in a problem and the question that is asked.
- ❑ Reason abstractly and quantitatively.  
Make sense of quantities and their relationships in problem situations. Develop operational sense and use concrete objects to make meaning of numbers and find solutions.
- ❑ Construct viable arguments and critique the reasoning of others.  
Explain thinking, justify, and communicate conclusions orally and in writing. Listen to others and find how their solutions are similar.
- ❑ Model with mathematics.  
Represent mathematics using objects, pictures, numbers, and words. Uses problem-solving strategies, such as draw a picture, make a list, or write an equation, have explicit connections to representations and models.
- ❑ Use appropriate tools strategically.  
Decide which tool will be the most helpful. (manipulatives, drawing pictures, pencil/paper problems)
- ❑ Attend to precision.  
Explain thinking using appropriate mathematical vocabulary.
- ❑ Look for and make use of structure.  
Look closely to find patterns and structure in mathematics work.
- ❑ Look for and express regularity in repeated reasoning.  
Notice if calculations are repeated and begin to make generalizations. Develop a deeper understanding of place value.

*Mathematical practices will be taught as learning behaviors throughout all units and applied as developmentally appropriate for the grade level.*

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li><li><input type="checkbox"/> Understand that the three digits of a three-digit number represent amounts ones, tens and hundreds.</li></ul> |  |
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