

**PROGRESS REPORT  
PARENT BENCHMARK  
HANDBOOK**

**THIRD GRADE**

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**LAKESIDE UNION SCHOOL DISTRICT**

## **What is the Progress Report?**

The progress report is the tool third grade teachers use to report student progress to parents. It is a listing of the benchmarks that third grade students will achieve as they grow and develop toward the Lakeside/California Standards for Academic Achievement.

A child's development occurs in four main areas – emotional, social, cognitive (science, social studies, language arts, and mathematics), and physical. It is important to value development in all four areas and not just one, to ensure that the child reaches his/her full potential. The early years are essential in setting the foundation for future success in school and in life. A child's attitude toward his/her own abilities as a learner is formed during early school experiences. A child who knows success in all areas of his/her early school experiences will develop a positive attitude toward school and learning.

Third grade benchmarks are assessed three times during the year; December, March, and June. Since each child develops in his/her own unique manner, it is a realistic expectation that different children will be in different places on a continuum at the same point in time.

## **How do I read the Progress Report?**

The marking key in the upper left corner of the report card indicates the four levels of proficiency toward achieving the benchmarks being evaluated. Teachers will use developmentally appropriate benchmarks based on the California State Standards in December and March to evaluate a student in each cognitive, social and physical area. Teachers will use the California State Standards to evaluate student progress in June. In this handbook we have indicated for parents the level three – “At Grade Level” expectation for December, March, and June.

The / (slash) may be used for a specific area to which students have not yet been exposed. The slash / may also be used in an area where a student has met the standard in a previous report period. In this case the slash / indicates the learning for that area is completed and the student has moved to more sophisticated skills encompassed in another area.

The Effort in all academic areas and Visual Arts, Performing Arts, Physical Education and Work/Social Habits are evaluated on student participation. The scale for these areas: 4 = Consistently, 3 = Usually, 2 = Sometimes, 1 = Rarely.

## **Why is Lakeside Union School District using the Standards Progress Report?**

The third grade Standards Progress Report was developed in response to the California State Department of Education development of the State Standards for Achievement in the curriculum areas. The evaluation of student progress toward the achievement of the benchmark/standards gives parents what they need to know to help improve future learning opportunities, and be aware of the learning strengths and weaknesses of their child.

## **How do I use the Parent Handbook?**

The Progress Report Parent Handbook is designed to provide parents with information on each of the items listed on the progress report. The items are listed in the same order as on the report card. The December and March “at grade level” benchmarks and the June expected grade level standards are listed for each area. For some items, further explanation of the benchmark or standard may be given.

# LANGUAGE ARTS

## READING

### WORD ANALYSIS, FLUENCY, AND VOCABULARY DEVELOPMENT

#### DECEMBER BENCHMARKS

- Student recognizes all word patterns taught and uses them to decode words.
- Student scores “within” benchmarks in oral reading accuracy and fluency on grade level reading assessment.
- Student has reading rate of 77 words per minute on grade level assessment.
- Student recognizes and uses antonyms and synonyms.
- Student uses context to identify the meaning of multiple meaning words.
- Student uses a dictionary recognizing and using guide words to find definitions and other features of unknown words.

#### MARCH BENCHMARKS

- Student recognizes all word patterns taught and uses them to decode words.
- Student scores “within” or “above” benchmarks in oral reading accuracy and fluency on grade level reading assessment
- Student has reading rate of 92 words per minute on grade level assessment.
- Student uses homophones and homographs.
- Student uses context to identify multiple-meaning words.
- Student uses knowledge of prefixes and suffixes to determine the meaning of words.

#### JUNE BENCHMARKS

- Student recognizes all word patterns taught and uses them to decode words.
- Student scores “within” or “above” benchmarks in oral reading accuracy and fluency on grade level reading assessment
- Student has reading rate of 110 words per minute on grade level assessment.
- Student uses a dictionary to find antonyms, synonyms, parts of speech, syllables, based words and choose the correct meaning.
- Student uses context to identify compound words.
- Student explains the importance of levels of specificity in word relationship (dog/mammal/animal/living thing).

#### EXPLANATION

# READING(Continued)

## READING COMPREHENSION

### DECEMBER BENCHMARKS

- Student scores “within” benchmarks on retell and comprehension questions on grade level reading assessment.
- Student locates details of information in text.
- Student identifies the main idea from text.
- Student follows multi-step written directions.

### MARCH BENCHMARKS

- Student scores “within” benchmarks on retell and comprehension questions on grade level reading assessment.
- Student categorizes and classifies information from text.
- Student draws conclusions from text based on prior knowledge.
- Student distinguishes between main idea and details.
- Student predicts outcomes.
- Student follows multi-step written directions.
- Student makes inferences from text information.

### JUNE BENCHMARKS

- Student scores “within” benchmarks on retell and comprehension questions on grade level reading assessment.
- Student uses information from text to compare and contrast.
- Student uses information from text to draw conclusions.
- Student uses information from text to problem solve.
- Student uses information from text to make inferences.
- Student uses information from text to make generalizations.
- Student uses information from text to make predictions.
- Student distinguishes main idea and details.
- Follows multi-step written directions.

## EXPLANATION

# READING(Continued)

## LITERARY ANALYSIS

### DECEMBER BENCHMARKS

- Student makes inferences from text information.
- Student draws conclusions from text details.
- Student predicts outcomes from text.
- Student identifies cause and effect in text.
- Student draws conclusions about character traits from text details.
- Student is beginning to identify the story structure in fairy tales, myths, folktales, fables, and legends.

### MARCH BENCHMARKS

- Student identifies cause and effect in text.
- Student identifies fact and opinion in text.
- Student identifies the story structure in fairy tales, myths, folktales, fables, and legends.
- Student draws conclusions about character traits from text.
- Student compares and contrasts character traits.
- Student identifies the speaker or narrator from text information.
- Student recognizes the similarities of sound in words and rhythmic patterns in a selection.

### JUNE BENCHMARKS

- Student distinguishes common forms of literature (poetry, drama, fiction, non-fiction).
- Makes inferences about character traits from text information.
- Determines the author's message from text information.
- Identifies the speaker or narrator from text information.

### EXPLANATION

Literary analysis becomes very important at this stage of reading development. Students are asked to analyze and draw conclusions from information given in a text passage. Students not proficient in this area may need to focus more on reading comprehension skills to advance to these skills.

# WRITING

## WRITING STRATEGIES AND APPLICATIONS

### DECEMBER BENCHMARKS

- Student writing focuses on the assigned task and indicates a general understanding of purpose.
- Student writing is organized and clear and includes mostly appropriate use of topic sentences in paragraphs.
- Student writing has a main idea supported by relevant examples, facts, details, or explanations.
- Student writing has varied sentence types.
- Student narrative writing adequately develops a sequence of events.
- Student writing contains some exact words and sense words.
- Student writes a personal letter that communicates clearly.

### MARCH BENCHMARKS

- Student uses reference materials--an index in an atlas, encyclopedias.
- Student writing focuses on the assigned task and indicates a general understanding of purpose.
- Student writing is organized and clear and includes mostly appropriate use of topic sentences in paragraphs.
- Student writing has a main idea supported by relevant examples, facts, details, or explanations.
- Student writing has varied sentence types.
- Student narrative writing adequately develops a sequence of events.
- Student writing contains some exact words and sense words.
- Student writes a personal and formal letters that show awareness of audience interest and establish context.

### JUNE BENCHMARKS

- Student uses reference materials including a thesaurus.
- Student writing focuses on the assigned task and indicates a general understanding of purpose.
- Student writing is organized and clear and includes mostly appropriate use of topic sentences in paragraphs.
- Student writing has a main idea supported by relevant examples, facts, details, or explanations.
- Student writing has varied sentence types.
- Student narrative writing adequately develops a sequence of events.
- Student writing contains some exact words and sense words.
- Student writing is beginning to show personality and may show feelings and emotions.
- Student writes a personal and formal letters that show awareness of audience interest and establish context.

### EXPLANATION

Students need to be able to use the writing process. Composing a first draft and using the processes of revising and editing to bring the piece to a final draft. Though writing benchmarks look very similar each trimester, the students should be developing their skills as more sophisticated, detailed and lengthy selections are written.

# WRITING (continued)

## LANGUAGE CONVENTIONS

### DECEMBER BENCHMARKS

- Student recognizes and uses complete sentences.
- Student identifies verbs and proper nouns.
- Student uses subjects and predicates correctly.
- Student capitalizes book titles.
- Student's errors in grammar, punctuation, capitalization, and spelling do not interfere with the reader's understanding of writing.

### MARCH BENCHMARKS

- Student recognizes and uses complete sentences.
- Student uses subjects and predicates correctly.
- Student identifies verbs, helping verbs, possessive nouns, and proper nouns.
- Student uses verb tenses correctly.
- Student's errors in grammar, punctuation, capitalization, and spelling do not interfere with the reader's understanding of writing.

### JUNE BENCHMARKS

- Student recognizes and uses complete sentences.
- Student orders important information.
- Student uses exclamations appropriately.
- Student identifies and correctly uses subject pronouns and adjectives.
- Student uses past, present, and future verb tenses and helping verbs correctly.
- Student's errors in grammar, punctuation, capitalization, and spelling do not interfere with the reader's understanding of writing.

### EXPLANATION

Subject of sentences are nouns and predicates are the verbs(action) in the sentence.

## SPELLING

### DECEMBER BENCHMARKS

- Student spells 85% of grade level words introduced at this point.
- Student consistently uses the grade level words spelled correctly in all writing.
- Student alphabetizes to the third letter of a word.

### MARCH BENCHMARKS

- Student spells 85% of grade level words introduced at this point.
- Student consistently uses the grade level words spelled correctly in all writing.
- Student alphabetizes beyond the third letter of a word.

### JUNE BENCHMARKS

- Student spells 85% of grade level words introduced at this point.
- Student consistently uses the grade level words spelled correctly in all writing.

### EXPLANATION

# WRITING (continued)

## PENMANSHIP

### DECEMBER BENCHMARKS

- Student creates readable manuscript documents with legible handwriting beginning
- Student writing is smaller and uses correct margins and spacing

### MARCH BENCHMARKS

- Student is beginning to learn correct formation of cursive letters
- Student allows margins and correct spacing between words

### JUNE BENCHMARKS

- Student creates readable documents using cursive
- Student allows correct spacing between letters in a word and words in a sentence

### EXPLANATION

# LISTENING AND SPEAKING

## LISTENING STRATEGIES

### DECEMBER BENCHMARKS

- Student retells what is listened to.
- Student draws conclusions from prior experiences.
- Student identifies musical elements of literary language introduced by the teacher.
- Student reads prose and poetry with fluency.

### MARCH BENCHMARKS

- Student retells a piece listened to from the author's viewpoint.
- Student compares and contrasts from a selection.
- Student makes inferences based on what is heard.
- Student identifies fact and opinion.
- Student draws conclusions based on prior experience.
- Student identifies details of a piece.
- Student identifies musical elements of literary language.

### JUNE BENCHMARKS

- Student summarizes a piece listened to.
- Student makes generalizations from a piece listened to.
- Student makes inferences from a piece listened to.
- Student problem solves from information listened to.
- Student compares and contrasts information listened to.

### EXPLANATION

# LISTENING AND SPEAKING (Continued)

## SPEAKING STRATEGIES AND APPLICATIONS

### DECEMBER BENCHMARKS

- Student responds orally to questions with details.
- Student makes brief presentations either narrative, dramatic or descriptive.
- Student reads prose and poetry aloud with fluency, rhythm, and pacing, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

### MARCH BENCHMARKS

- Student organizes ideas chronologically or around major points of information when speaking.
- Student provides a beginning, middle, and an end, including concrete details that develop a central idea when speaking.
- Student uses clear and specific vocabulary to communicate ideas and establish tone when speaking.

### JUNE BENCHMARKS

- Student clarifies and enhances oral presentations through the use of appropriate gestures.
- Student provides a beginning, middle, and an end, including concrete details that develop a central idea when speaking.
- Student uses clear and specific vocabulary to communicate ideas and establish tone when speaking.

### EXPLANATION

# MATHEMATICS

<b>NUMBER SENSE</b>	
<b>PLACE VALUE</b>	<b>DECEMBER BENCHMARKS</b> <ul style="list-style-type: none"><li>• Student counts, reads, and writes whole numbers to 10,000.</li><li>• Student compares and orders whole numbers to 10,000.</li><li>• Student identifies the place value for each digit in numbers to 10,000.</li><li>• Student rounds numbers to the nearest ten and hundred.</li><li>• Student uses expanded notation to represent numbers to 10,000.</li></ul>
	<b>MARCH BENCHMARKS</b> <ul style="list-style-type: none"><li>• Student counts, reads, and writes whole numbers above 10,000.</li><li>• Student compares and orders whole numbers above 10,000.</li><li>• Student identifies the place value for each digit in numbers above 10,000.</li><li>• Student rounds numbers to the nearest ten and hundred, and thousand.</li><li>• Student uses expanded notation to represent numbers above 10,000.</li></ul>
	<b>JUNE BENCHMARKS</b> <ul style="list-style-type: none"><li>• Counts, reads, and writes whole numbers above 10,000.</li><li>• Compares and orders whole numbers above 10,000.</li><li>• Identifies the place value for each digit in numbers above 10,000.</li><li>• Rounds numbers to the nearest ten and hundred, and thousand.</li><li>• Uses expanded notation to represent numbers above 10,000.</li></ul>
	<b>EXPLANATION</b> <p>Benchmarks are the same for March and June trimesters because the skills should be mastered early in the year in order to move on to the many other skills that build on the skills of place value.</p>

# MATHEMATICS (Continued)

<b>NUMBER SENSE (Continued)</b>	
<b>ADDITION, SUBTRACTION AND MULTIPLICATION AND DIVISION</b>	<b>DECEMBER BENCHMARKS</b>
	<ul style="list-style-type: none"> <li>• Student finds the sums or differences of two whole numbers between 0 and 10,000 with regrouping. (<math>5,678 + 4,365 = ?</math>, <math>6,398 - 4,979 = ?</math>)</li> <li>• Student is beginning to memorize multiplication facts between 1 and 5.</li> </ul>
	<b>MARCH BENCHMARKS</b>
	<ul style="list-style-type: none"> <li>• Student memorizes the multiplication tables between 1 and 5.</li> <li>• Student solves simple problems involving multiplication of multi-digit numbers by 1-digit numbers without regrouping (<math>321 \times 3 = ?</math>).</li> <li>• Understands the special properties of 0 and 1 in multiplication.</li> </ul>
	<b>JUNE BENCHMARKS</b>
	<ul style="list-style-type: none"> <li>• Student uses inverse relationship of multiplication and division to compute &amp; check results.</li> <li>• Student memorizes multiplication facts 6's thru 10's.</li> <li>• Student solves multiplication problems – multi-digit numbers by one-digit number with regrouping (<math>3,671 \times 3 =</math> ).</li> <li>• Student solves division problems when a multidigit number is evenly divided by a one-digit number (<math>135 \div 5 =</math>).</li> <li>• Student determines the unit cost when given the total cost and number of units.</li> <li>• Student solves problems that require two or more calculation skills ( +, -, x, / ).</li> </ul>
	<b>EXPLANATION</b>

# MATHEMATICS (Continued)

<b>NUMBER SENSE (Continued)</b>	
<b>FRACTIONS AND DECIMALS</b>	<b>DECEMBER BENCHMARKS</b>
	<ul style="list-style-type: none"> <li>• Student compares and shows equivalent fractions represented by drawings or concrete materials</li> <li>• Student solves problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation using whole number multipliers and divisors</li> <li>• Student knows and understands that fractions and decimals are two different representations of the same concept</li> </ul>
	<b>MARCH BENCHMARKS</b>
	<ul style="list-style-type: none"> <li>• Student compares and shows equivalent fractions represented by drawings or concrete materials</li> <li>• Student solves problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation using whole number multipliers and divisors</li> <li>• Student knows and understands that fractions and decimals are two different representations of the same concept</li> </ul>
	<b>JUNE BENCHMARKS</b>
	<ul style="list-style-type: none"> <li>• Student compares and shows equivalent fractions represented by drawings or concrete materials</li> <li>• Student solves problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation using whole number multipliers and divisors</li> <li>• Student knows and understands that fractions and decimals are two different representations of the same concept</li> </ul>
	<b>EXPLANATION</b>
	Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.

# MATHEMATICS (Continued)

## ALGEBRA

### DECEMBER BENCHMARKS

- Student solves problems involving numeric equations or inequalities.
- Student selects appropriate operational and relational symbols to make an expression true ( $4 \_ 3 = 12$ )
- Student expresses simple unit conversions in symbolic form ( $\_ \text{ inches} \times 12 = \_ \text{ feet}$ )
- Student recognizes and uses commutative and associative properties of multiplication  
( $5 \times 7 = 35$ ,  $7 \times 5 = ?$ ) ( $5 \times 7 \times 3 = 105$ ,  $7 \times 3 \times 5 = ?$ )
- Student solves simple problems involving a functional relationship between 2 quantities  
(find the total cost of multiple items given the cost per unit)
- Student extends and recognizes a linear pattern by its rules  
(the number of legs on a given number of horses = counting by 4's or multiplying by 4)

### MARCH BENCHMARKS

- Student solves problems involving numeric equations or inequalities.
- Student selects appropriate operational and relational symbols to make an expression true ( $4 \_ 3 = 12$ )
- Student expresses simple unit conversions in symbolic form ( $\_ \text{ inches} \times 12 = \_ \text{ feet}$ )
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(find the total cost of multiple items given the cost per unit)
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(the number of legs on a given number of horses = counting by 4's or multiplying by 4)

### JUNE BENCHMARKS

- Student solves problems involving numeric equations or inequalities.
- Student selects appropriate operational and relational symbols to make an expression true ( $4 \_ 3 = 12$ )
- Student expresses simple unit conversions in symbolic form ( $\_ \text{ inches} \times 12 = \_ \text{ feet}$ )
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( $5 \times 7 = 35$ ,  $7 \times 5 = ?$ ) ( $5 \times 7 \times 3 = 105$ ,  $7 \times 3 \times 5 = ?$ )
- Student solves simple problems involving a functional relationship between 2 quantities  
(find the total cost of multiple items given the cost per unit)
- Student extends and recognizes a linear pattern by its rules  
(the number of legs on a given number of horses = counting by 4's or multiplying by 4)

### EXPLANATION

Algebraic concepts are taught throughout the year integrated into the learning involved in the other major concepts in mathematics.

# MATHEMATICS (Continued)

## MEASUREMENT

### DECEMBER BENCHMARKS

- Student chooses appropriate tools and units to measure.
- Student estimates and measures length, liquid volume, and weight/mass of given objects.
- Student carries out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes)

### MARCH BENCHMARKS

- Student estimates or determines the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
- Student finds the perimeter of a polygon with integer sides.

### JUNE BENCHMARKS

- Student estimates or determines the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
- Student finds the perimeter of a polygon with integer sides.

### EXPLANATION

The more advanced measurement concepts will be taught mid-year and may not be ready for evaluation by the March reporting.

# MATHEMATICS (Continued)

## GEOMETRY

### DECEMBER BENCHMARKS

- Student identifies, describes and classifies polygons (including pentagons, hexagons and octagons)
- Student identifies attributes of triangles (e.g., 2 equal sides is isosceles triangle, 3 equal sides is equilateral triangle, right angle for the right triangle)
- Student identifies, describes and classifies common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
- Student identifies attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
- Student identifies right angles in geometric figures or in appropriate objects and determines whether other angles are greater or less than a right angle.
- Student identifies common solid objects that are the components needed to make a more complex solid object.

### MARCH BENCHMARKS

- Student identifies, describes and classifies polygons (including pentagons, hexagons and octagons)
- Student identifies attributes of triangles (e.g., 2 equal sides is isosceles triangle, 3 equal sides is equilateral triangle, right angle for the right triangle)
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### JUNE BENCHMARKS

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- Student identifies right angles in geometric figures or in appropriate objects and determines whether other angles are greater or less than a right angle.
- Student identifies common solid objects that are the components needed to make a more complex solid object.

### EXPLANATION

Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.

# MATHEMATICS (Continued)

## STATISTICS, DATA, PROBABILITY

### DECEMBER BENCHMARKS

- Student identifies whether common events are certain, likely, unlikely, or improbable.
- Student records the possible outcomes for a simple event (tossing a coin)
- Student systematically keeps track of the outcomes when the event is repeated many times
- Student summarizes and displays the results of probability experiments in a clear and organized way
- Student uses the results of probability experiment to predict future events (e.g. use a line plot to predict the temperature forecast for the next day)

### MARCH BENCHMARKS

- Student identifies whether common events are certain, likely, unlikely, or improbable.
- Student records the possible outcomes for a simple event (tossing a coin)
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- Student records the possible outcomes for a simple event (tossing a coin)
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- Student summarizes and displays the results of probability experiments in a clear and organized way
- Student uses the results of probability experiment to predict future events (e.g. use a line plot to predict the temperature forecast for the next day)

### EXPLANATION

Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.

# SCIENCE

**\*\* SCIENCE BENCHMARKS MAY BE EVALUATED IN SEVERAL TRIMESTERS OR LIMITED TO ONE TRIMESTER. EACH TEACHER IDENTIFIES THE TRIMESTER THE UNITS ARE TAUGHT. IF A UNIT IS TAUGHT DURING TWO TRIMESTERS THE TEACHER WILL EVALUATE THE SKILLS TAUGHT DURING EACH TRIMESTER.**

## PHYSICAL SCIENCE

1. Students describe the many forms of stored energy, such as food, fuel, batteries, and how energy comes from the Sun to the Earth.
2. Students describe how machines and living things convert stored energy to motion and heat.
3. Students describe how energy is carried from one place to another by waves ( water waves, sound waves, electric current, and moving objects).
4. Students describe the three forms of matter: solid, liquid, and gas, and how matter is made of small particles called atoms.
5. Students describe what causes evaporation and melting and what happens when 2 or more substances are combined and how the new substance is different that the original materials.
6. Students describe how a shadow is formed and how light is reflected from mirrors and other sources.
7. Students describe how the color of light striking an object affects the way the object is seen and how light entering the eye affects vision.
8. Students develop their own questions and perform investigations; predicting outcomes, collecting data, analyzing data, comparing results with predictions.

### DECEMBER BENCHMARKS

Students have all of the skills listed.

### MARCH BENCHMARKS

Students have all of the skills listed.

### JUNE BENCHMARKS

Students have all of the skills listed.

## LIFE SCIENCE

1. Students describe the structures of plants and animals and their different functions in growth, survival, and reproduction.
2. Students describe examples of life forms in different environments – oceans, deserts, tundra, forests, grasslands, and wetlands.
3. Students describe the way living things cause changes in the environment in which they live and what happens to the plants and animals when the environment changes.
4. Students describe organisms that once lived on Earth and have disappeared.
5. Students develop their own questions and perform investigations; predicting outcomes, collecting data, analyzing data, comparing results with predictions.

### DECEMBER BENCHMARKS

Students have all of the skills listed.

### MARCH BENCHMARKS

Students have all of the skills listed.

### JUNE BENCHMARKS

Students have all of the skills listed.

# SCIENCE

<p style="text-align: center;"><b>EARTH SCIENCE</b></p> <ol style="list-style-type: none"> <li>1. Students describe the patterns of the stars and the stars seen in the four seasons.</li> <li>2. Students describe the changes in the Moon’s appearance during the lunar cycle.</li> <li>3. Students describe how a telescope changes the appearance of the stars, Moon and planets in the sky.</li> <li>4. Students describe the orbit of the Earth and its moon, and the position of the Sun during the seasons and day to day.</li> <li>5. Students develop their own questions and perform investigations; predicting outcomes, collecting data, analyzing data, comparing results with predictions.</li> </ol>	<p style="text-align: center;"><b>DECEMBER BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;"><b>MARCH BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;"><b>JUNE BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>

# HISTORY/SOCIAL SCIENCE

**\*\* HISTORY/SOCIAL SCIENCE BENCHMARKS MAY BE EVALUATED IN SEVERAL TRIMESTERS OR LIMITED TO ONE TRIMESTER. EACH TEACHER WILL IDENTIFY DURING WHICH TRIMESTER THE UNITS ARE TAUGHT. IF A UNIT IS TAUGHT DURING TWO TRIMESTERS THE TEACHER WILL EVALUATE THE SKILLS TAUGHT DURING EACH TRIMESTER.**

<p style="text-align: center;"><b>HISTORY</b></p> <ol style="list-style-type: none"> <li>1. Students research the explorers who visited Lakeside, newcomers who settled here, and the people who continue to come to the region ( cultural and religious contributions)</li> <li>2. Students describe the economies established by settlers and their influence on the present day economy.</li> <li>3. Students trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time.</li> <li>4. Students describe national identities, religious beliefs, customs, and various folklore traditions.</li> <li>5. Students describe the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment. (how they obtained food, clothing, tools)</li> <li>6. Students describe the economy and systems of government of the local Indians and their relationship to the federal and state government.</li> <li>7. Students describe the interaction of new settlers with already established Indians of the region.</li> </ol>	<p style="text-align: center;"><b>DECEMBER BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;"><b>MARCH BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p style="text-align: center;"><b>JUNE BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>

# HISTORY/SOCIAL SCIENCE (Continued)

<p style="text-align: center;"><b>GEOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. Students identify geographical features in the local region (deserts, mountains, valleys, hills, coastal areas, lakes, oceans)</li> <li>2. Students trace the ways in which people have used the resources of the local region and modified the physical environment.</li> </ol>	<p><b>DECEMBER BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p><b>MARCH BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p><b>JUNE BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
<p style="text-align: center;"><b>GOVERNMENT</b></p> <ol style="list-style-type: none"> <li>1. Students describe the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in rules and laws; and the consequences for people who violate rules and laws.</li> <li>2. Students describe the role of citizens, including how to participate in a classroom, in the community, and in civic life.</li> <li>3. Students describe the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens. ( flag, bald eagle, Statue of Liberty, the Constitution, the U.S. Capitol)</li> <li>4. Students describe the three branches of government and local government.</li> <li>5. Students describe the ways in which California and the other states contribute to and participate in the federal government.</li> <li>6. Students describe the lives of American heroes who took risks for freedoms (Franklin, Lincoln, Tubman, Martin Luther King, Jr.)</li> </ol>	<p><b>DECEMBER BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p><b>MARCH BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
	<p><b>JUNE BENCHMARKS</b></p> <p>Students have all of the skills listed.</p>
<p style="text-align: center;"><b>ECONOMICS</b></p> <ol style="list-style-type: none"> <li>1. Students describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and present.</li> <li>2. Students explain goods that are produced locally, somewhere else in the United States, and abroad.</li> <li>3. Students describe the relationship of students’ “work” in school and their personal human capital</li> </ol>	<p><b>DECEMBER BENCHMARKS</b></p>
	<p><b>MARCH BENCHMARKS</b></p>
	<p><b>JUNE BENCHMARKS</b></p>



## WORK/SOCIAL HABITS

<p style="text-align: center;"><b>Cooperates with and Respects Others</b></p>	<ul style="list-style-type: none"> <li>▪ Student takes turns with others.</li> <li>▪ Student shares materials and space.</li> <li>▪ Student waits his/her turn.</li> <li>▪ Student shows respect to others.</li> <li>▪ Student handles conflicts with words.</li> <li>▪ Student is a willing worker.</li> <li>▪ Student cooperates with other students and adults in the classroom and on the playground.</li> </ul>	<p><b>Suggested Home Activities:</b> Encourage your child to initiate interaction with others in a polite manner. Hitting, yelling or crying should be discouraged. Help your child learn that he/she cannot always have his/her needs met immediately. The ability to work with others is a life long skill that children need to develop. You can foster this at home by including your child in family discussions. Let him/her know that his/her opinion is valued and he/she plays an important role in the family.</p>
<p style="text-align: center;"><b>Completes Tasks in Time Allotted</b></p>	<ul style="list-style-type: none"> <li>▪ Student finishes work within an appropriate time frame.</li> </ul>	<p><b>Suggested Home Activities:</b> Encourage your child to complete household chores within a time frame. Set a timer or provide a clock for your child to see.</p>
<p style="text-align: center;"><b>Completes Assignments Neatly</b></p>	<ul style="list-style-type: none"> <li>▪ Student attends to the placement of work on a page – spacing, use of lines, unnecessary marks &amp; lines on an assignment.</li> </ul>	<p><b>Suggested Home Activities:</b> Help your child attend to the neatness of written work. Compliment work done with care and attention.</p>
<p style="text-align: center;"><b>Listens and Follows Directions</b></p>	<ul style="list-style-type: none"> <li>▪ Student follows oral directions.</li> <li>▪ Student participates in routine activities.</li> </ul>	<p><b>Suggested Home Activities:</b> Play games that foster following directions such as “Simon Says”. Give your child household responsibilities and praise for acting responsibly.</p>
<p style="text-align: center;"><b>Works Independently</b></p>	<ul style="list-style-type: none"> <li>▪ Student gets work done by his/herself after directions are given.</li> <li>▪ Student works without disrupting others.</li> </ul>	<p><b>Suggested Home Activities:</b> Provide a place to do homework and the necessary materials. Encourage your child to do assignments without your help. Review the work when your child is finished,</p>
<p style="text-align: center;"><b>Completes Homework</b></p>	<ul style="list-style-type: none"> <li>▪ Student completes regularly assigned homework and brings it to class.</li> </ul>	<p><b>Suggested Home Activities:</b> Set a regular time for homework and have quiet task of your own to do while your child works. Divide homework assignments into manageable units for child’s attention span.</p>
<p style="text-align: center;"><b>Respects class and school rules and property of others</b></p>	<ul style="list-style-type: none"> <li>▪ Student follows class and school rules</li> <li>▪ Student is careful with the things of other people.</li> </ul>	<p><b>Suggested Home Activities:</b> Set rules for how routines are done at home. Encourage your child to take care of the belongings of other members of the family.</p>
<p style="text-align: center;"><b>Accepts responsibility for his/her own actions</b></p>	<ul style="list-style-type: none"> <li>▪ Student completes daily work.</li> <li>▪ Student is responsible for his/her own belongings.</li> <li>▪ Student takes credit for mistakes in judgment and has empathy for others</li> </ul>	<p><b>Suggested Home Activities:</b> Help your child to see their part in problems that arise. Discuss what he/she could do to make the situation better.</p>
<p style="text-align: center;"><b>Organizes Space and Belongings</b></p>	<ul style="list-style-type: none"> <li>▪ Student organizes belongings.</li> <li>▪ Student organizes materials for a task.</li> </ul>	<p><b>Suggested Home Activities:</b> Help your child organize his/her bedroom or desk or toy box. Identify how you are organizing and expect that things be put away.</p>