

Objectives for Development: 3rd Grade

Social-Emotional: Involves learning how to understand one's own and other's feelings, regulate and express emotions appropriately, build relationships with others and interact in groups

Manages feelings (Regulates emotions/ behaviors)	Demonstrates patience with personal limitations; controls feelings based on how they will affect others
Follows limits and expectations	Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment
Takes care of own needs appropriately	Accurately identifies own strengths and challenges (self-appraisal and self-assessment); develops and works toward personal goals
Interacts with peers	Fluidly alternates between the roles of leader and follower in order to sustain play
Balances needs and rights of self & others	Accurately completes self-assessment of role in group work
Solves social problems	Considers multiple viewpoints when solving conflicts
Engages in conversations	Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation
Uses social rules of language	Engages politely in conversations in which both speakers present and listens to arguments respectfully

Physical: Includes large and small muscle skills, balance, coordination and traveling which progresses from simple to complex, in a head-to-toe direction; Control is gained in a predictable sequence, from the center of the body and outward to fingers and toes

Demonstrates traveling skills	Coordinates multiple complex movements while traveling
Demonstrates balancing skills	Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed
Demonstrates gross-motor manipulative skills	Manipulates and controls balls or similar objects with long-handed implements
Demonstrates fine-motor strength and coordination	<p><u>Uses fingers and hands:</u> Manipulates grade-appropriate tools and intricate materials with control and precision</p> <p><u>Uses writing and drawing tools:</u> Moves writing or drawing utensils fluidly across the page w increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant and spacing; may use cursive writing</p>

Approaches to Learning: Influenced by background knowledge, environment and interactions; Impacts information processing, memory, classification, problem solving, and content learning

Attends and engages	Directs attention & concentrates on activities that require additional study
Follows directions	Asks for clarification in order to understand complex directions; carries out directions with five to six steps
Persists	Finishes long assignments & projects that last for days or weeks, may briefly give up on difficult tasks but returns to complete them
Solves problems	Plans, considers various alternatives, and combines skills and strategies needed to solve problems
Shows curiosity and motivation	Asks thoughtful & increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered info. about a topic
Shows flexibility & inventiveness in thinking	Reverses thoughts mentally; understands directional perspectives other than his/ her own
Recognizes and recalls	Begins to use grouping strategies to help remember, but may need adult cues or instruction on how to be efficient; recognizes inconsistencies/ incompleteness of information
Makes connections	Associates people & events with the past, present, & future; begins to organize and compile info. from multiple sources to create a useful document connecting events
Uses classification skills	Forms simple hierarchical classifications
Thinks symbolically	Mentally manipulates info. & uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts & text; reflects on her work