

Reading Standards

For Third Grade

- Completes homework and nightly reading
 - *Reads at home daily
 - *20 minutes nightly

Oral Language

- Effectively communicates through oral language
 - *Identifies purpose for listening, understands and responds appropriately
 - *Follows multiple-step directions
 - *Uses a variety of formats in presenting with various media
 - *Prepares for, participates in literature discussions

Phonics

- Uses letter/sound relationships and structural analysis to decode
 - *Single consonants; blends (ex: tr, spl), digraphs (ex: ch, ph)
 - *Alternate vowel sounds; short, long, digraphs (ex: ee, ea ai), diphthongs (ex: oi, aw) and r-controlled vowels
 - *Words with inflectional endings (walk, walker, walking, walks, walked)
 - See K-2 curricula for more examples

Fluency

- Reads grade level text accurately
 - *Student passes the benchmark level text or higher with 95% accuracy and the total score in each section of the scoring rubric falling in the independent range
- Reads at 100 words per minute
 - *Student reads aloud text at 100 wpm by the end of the year benchmark window, 80 wpm in the fall benchmark window
- Reads effortlessly with clarity
 - *Phrases words into meaningful groups, uses intonation, expression and punctuation cues
- Reads 300 high frequency words
 - *Reads effortlessly with automaticity

Vocabulary

- Learns new words through wide reading and listening
 - *Reads and listens to a variety of genres including content area reading
 - *Uses context cues
 - *Associates new words with known words
- Uses structural analysis to learn word meanings
 - *Prefixes, suffixes, synonyms (similar meaning), antonyms (opposite meaning), homonyms (sound the same but spelled differently), multiple-meaning words

Comprehension of Narrative and Informational Text

- Identifies purpose for reading
 - *Student has a purpose for reading a text and can tell what the author's purpose was for writing it

- Uses prior knowledge
 - *Student uses background knowledge to make connections to the text through own experiences, the experiences of others or what they know about the world
- Asks questions about the text
 - *Asks questions before, during and after reading or when read to
 - *Factual, inferential, evaluative
- Forms mental pictures while reading
 - *Tells about the “movie” or pictures the words they are reading invoke
- Uses inference strategies
 - *Makes/confirms predictions using title, pictures, text and prior knowledge
 - *Draws conclusions
- Determines important ideas
 - *Identifies topic/main idea/events and notes details
 - *Summarizes important ideas/events in sequence using characters, setting, sequence of events, problem, resolution
 - *Compiles information from text
 - *Locates facts from a variety of informational text
 - *Identifies information from pictures, captions, diagrams, charts, graphs, table of contents, index, glossary
- Identifies text structures
 - *Such as compare/contrast, cause/effect
 - *Identify different genres
- Uses fix-up strategies
 - *Notices when they make an error, then uses an efficient strategy to self-correct reading and comprehension

Composition Standards For Third Grade

Writing Process

- Generates topics for compositions
 - *Writes ideas for compositions, chooses topic, narrows topic
 - *Identifies an audience, purpose and form for writing
- Uses a variety of graphic organizers
 - *Graphic organizer used as a prewriting tool to gather information or to organize information for drafting
- Composes a written draft
 - *Writes daily including full sentence, word choice to convey meaning, beginning/middle/end, and voice (express feelings and opinions)
 - *Includes characterization, setting, plot and details
- Attends to strength of word choice
 - *Strong verbs, vivid language, effective lead, strong ending
- Revises to elaborate and clarify
 - *Add details, strengthen word choice, clarify main ideas, reorder content

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- *Vary sentence length and sentence complexity
 - *Consider the suggestions of others in revision choices
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- Edits for conventions
 - *Corrects capitalization and punctuation (holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations)
 - *Spells grade level words correctly
 - *Grammar; subject verb agreement, verb tense, comparatives, superlatives, pronouns
 - *Formatting features; margins, indentations, titles
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- Produce 4-6 individual products
 - *Different modes and genres; personal writing, traditional text, imaginative story, informational text, persuasive text, functional text
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- Responds to literature in writing
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- Publish
 - *Using illustrations, graphs, charts
 - *Shares writing with others
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Penmanship

- Uses fluent, legible handwriting
 - Write using upper and lower case cursive
 - *Demonstrates proper form, proportions and spacing
 - *Writes with increasing fluency in cursive
 - *Produces legible documents in cursive
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Spelling

- Uses patterns to spell new words
 - *Word families
 - *Syllabication
 - *Common letter combinations and patterns
 - Spells grade level words
 - *Common words such as compound words, plural endings
 - *Difficult; such as electric, planet, trapper, rectangle
 - *High frequency words
 - Uses spelling strategies for unknown words
 - *Predict using knowledge of spelling, visualization, known words and word patterns, generalities (double consonants, -le words, adding suffixes)
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Math Standards

For Third Grade

- Completes homework
 - *Turns completed homework in on time
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Number Sense and Operations

- Represent numbers up to 10,000
 - *Reads and writes numbers up to 10,000
 - *Uses base ten models, pictures, symbols, and expanded form to represent numbers in
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multiple ways.

*Identifies the value of any given digit in a 4-digit number. (What is the value of 4 in the number 9,432? 400.)



Rounds numbers

*Rounds numbers to the nearest ten, hundred, and thousand



Uses fractions to represent, describe and compare parts of a whole

*Identifies what each number of a fraction represents. (In $\frac{3}{4}$, the 3 represents parts being considered and 4 represents equal parts of the whole.)

*Represent halves, thirds, fourths, sixths & eighths using pictures or objects.

*Compares two fractions using greater than ($>$), less than ($<$) or equal to ($=$)

*Places fractions on the number line.

*Finds equivalent fractions.



Performs addition and subtraction of 3-4 digits

*Solves 3 and 4 digit addition and subtraction problems, including monetary amounts, using a variety of strategies. (Regrouping, expanded form, compensation, etc. -written vertically or horizontally)



Uses various strategies for multiplication and division facts to show meaning

*Models and shows a variety of representations of multiplication and division using one or more of the multiplication strategies including: skip counting, repeated addition, arrays, known facts, fact families, etc. up to 10×10

*Uses one or more of the division properties including:

commutative: $5 \times 3 = 3 \times 5$

associative: $2 \times (3 \times 5) = (2 \times 3) \times 5$

identity: any number times 1 = that number; $4 \times 1 = 4$

zero property: any number times 0 = 0; $4 \times 0 = 0$

distributive: $9 \times 5 = (5 \times 5) + (5 \times 4)$



Demonstrates that multiplication and division are inverse operations

*Demonstrates using manipulatives that multiplication and division are reversible ($3 \times _ = 12$ is the same as $12/3 = _$ and $_ = 4$)



Relates story problems to equations

*Creates a relevant story problem and can write a number sentence relating to the problem.

*Reads, interprets, then solves story problems



Proves answers using words or another strategy

*Works the problem in another way to get the same answer or can explain using words to demonstrate understanding



Fluent mastery multiplication for 0-5

*By the end of third grade, masters multiplication facts 0-5 as assessed by the Basic Facts Benchmark and Intervention Toolkit provided by the district. (25 problems in 90 seconds with 80% accuracy.)

Mathematical Relationships and Patterns



Orders and compares numbers

*Show that two numbers are equal ($=$) and not equal, or that one number is less than ($<$) or greater than ($>$) another number

*Places numbers correctly on a number line

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- Uses patterns and describes number relationships and extends growing patterns
 - *Describe and create extended growing patterns using manipulatives, pictures, tables, and numbers.
 - *Compare two equations using addition and subtraction (e.g., $4 + 6 = 3 + 2$; $3 + 5 = 16 - 9$)
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Geometry

- Demonstrates congruence of polygons
 - *Visually compares two polygons by mentally sliding, flipping, and/or turning to prove congruency (equivalence)
 - Classifies/describes/identifies attributes of polygons
 - *Can identify quadrilaterals, pentagons, hexagons, octagons, and triangles and classify them according to the number of sides, corners, and angles
 - Identify angles
 - *Tells whether an angle is a right angle, or whether an angle is greater than or less than a right angle
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Measurement

- Use appropriate tools and determine equivalences of measurement
 - *Uses metric and customary systems for length, weight, and capacity, to compare centimeter to meter, inch to foot to yard, cup to quart, and pound to ounce.
 - *Measures to the nearest, half-and quarter-inch. Determine simple equivalences of measurements (e.g. 30 inches=2 feet and 6 inches; 6 cups= 1 1/2 quarts; 90 min.=1 hr. 30 min.)
 - Appropriately measures time and elapsed time
 - *Identifies the number of minutes in an hour, the number of hours in a day, the number of days in a year, and the number of weeks in a year.
 - *Determines lapsed time in hours (e.g. 7:00 am to 2:00 pm)
 - Measures perimeter
 - *Estimates and measures perimeter using metric and customary units. (Example of nonstandard: measure perimeter with footsteps, ect.)
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Data

- Collects and interprets data on charts/graphs to make predictions
 - *Collects, represents, reads and interprets data using tables, graphs (pictographs, bar graphs, frequency tables, and line plots etc.), and charts including keys.
 - *Makes predictions based on information
 - Uses coordinates to locate a point on a graph
 - Determines approximate probability
 - *Predicts probability using the terms certain, likely, unlikely, and impossible to describe the likelihood of a specific outcome in the future.
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Content Areas

- Describes the shape/movements: Earth/Moon
 - Recognizes the sun as a source of heat/light
 - Describes relationships: living/nonliving things
 - Describes relationship between force & motion
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- Shows that communities/environments change
- Trace the emergence of cultures
- Compares local indigenous people with Incas
- Examines the development of government/economy
- Participates in activities for good citizenship
- Uses map skills to analyze physical features
- Participates in PE
- Participates in Health
- Participates in Art
- Participates in Music
- Participates in Educational Technology

Learning Habits

- Follows directions
- Uses time wisely
- Completes tasks
- Shows respect & fairness toward others
- Follows classroom guidelines