

# 3rd Grade Learner Expectations for the 1<sup>st</sup> Trimester



As a result of their schooling,  
students will be able to:

## Reading

- **Effectively communicates ideas**
  - Speak clearly, using appropriate volume and pitch for the purpose and audience.
  - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Cooperates and participates in group discussions**
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **Reads and understands grade level literature**
  - Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
  - Summarize central ideas and important details from literary text.
  - Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.
- **Reads and understands grade level informational texts**
  - Determine the main idea of a text; recount the key details and explain how they support the main idea.
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
  - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
  - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
  - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- Adjust reading rate according to type of text and purpose for reading.
- **Uses multiple strategies to read words and find their meanings**
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Decode words with common Latin suffixes.
  - Read grade-appropriate irregularly spelled words.
  - Read with sufficient accuracy and fluency to support comprehension.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
  - Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
  - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **Uses the writing process to create narrative and opinion pieces**
  - Brainstorm ideas for writing.
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use temporal words and phrases to signal event order.
  - Provide a sense of closure.
- **Uses the writing process to create informational/explanatory texts**
  - No evidence outcome for this indicator.
- **Uses correct grade level grammar, punctuation, and spelling**
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - Ensure subject-verb and pronoun-antecedent agreement.
  - Produce simple, compound, and complex sentences.
  - Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use commas in addresses.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **Researches a topic and creates a presentation to share with others**
  - No evidence outcome for this indicator.
- **Understands and respects other points of view exist**
  - No evidence outcome for this indicator.

## Math

- **Represent and solve problems involving multiplication and division**
  - No evidence outcomes mastered during trimester for this indicator.

- **Multiply and divide within 100**
  - No evidence outcomes mastered during trimester for this indicator.
- **Solve problems involving the four operations**
  - Solve two-step word problems using the four operations (addition and subtraction).
  - Represent two-step (addition and subtraction) word problems using equations with a letter standing for the unknown quantity.
  - Assess the reasonableness of (addition and subtraction) answers using mental computation and estimation strategies including rounding.
- **Use properties of operations to perform multi-digit arithmetic**
  - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - Use place value to round whole numbers to the nearest 10 or 100.
- **Develop understanding of fractions as numbers**
  - No evidence outcomes mastered during trimester for this indicator.
- **Solve problems involving measurement (time, liquid volume, mass)**
  - No evidence outcomes mastered during trimester for this indicator.
- **Represent and interpret data**
  - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
  - Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
- **Understand measurement concepts of area and perimeter**
  - No evidence outcomes mastered during trimester for this indicator.
- **Reason with shapes and their attributes**
  - No evidence outcomes mastered during trimester for this indicator.

## Science

- **Physical Science**
  - Matter Energy and/or Water
- **Understands matter exists in different states and can change to another**
  - Analyze and interpret observations about matter as it freezes and melts, and boils and condenses.
  - Use evidence to develop a scientific explanation around how heating and cooling affects states of matter.
  - Identify the state of any sample of matter.
- **Life Science**
  - Plants and Animals Life Cycles
- **Knows that life cycle events vary across organisms and species**
  - Use evidence to develop a scientific explanation regarding the stages of how organisms develop and change over time.
  - Analyze and interpret data to generate evidence that different organisms develop differently over time.
  - Use a variety of media to collect and analyze data regarding how organisms develop.
- **Earth Science**
  - Solids Earth
- **Describes how Earth materials can be broken down & combined as resources**
  - Investigate and identify two or more ways that Earth's materials can be broken down and/or combined in different ways such as minerals into rocks, rock cycle, formation of soil, and sand.
  - Use evidence to develop a scientific explanation about one or more processes that break down and/or combine Earth materials.
  - Utilize a variety of media sources to collect and analyze data around Earth's materials and the processes by which they are formed.

## Social Studies

### History

- **Uses a variety of sources to distinguish historical fact from fiction**
  - Compare factual historical sources with works of fiction about the same topic identifying items on topics to include but not limited to historical fact and opinion.
  - Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence.
  - Compare information from multiples sources recounting the same event.
- **Describes the influence of people in the past on communities and regions**
  - Compare past and present situations and events.
  - Chronologically sequence important events in a community or region.
  - Give examples of people and events, and developments that brought important changes to a community or region.
  - Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

### Geography

- **Uses various types of geographic tools to develop spatial thinking**
  - Read and interpret information from geographic tools and formulate geographic questions.
  - Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps.
  - Locate the community on a map and describe its natural and human features.
  - Identify geography-based problems and examine the ways that people have tried to solve them.
- **Understands region through similarities and differences in places**
  - Observe and describe the physical characteristics and the cultural and human features of a region
  - Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms.
  - Give examples of places that are similar and different from a local region.
  - Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms.
  - Give examples of places that are similar and different from a local region.
  - Characterize regions using different types of features such as physical, political, cultural, urban and rural.

### Economics

- **Describes producers, consumers, and how goods and services are exchanged**
  - Describe the difference between producers and consumers and explain how they need each other.
  - Describe and give examples of forms of exchange including but not limited to trade and barter.
  - Describe how the exchange of goods and services between businesses and consumers affect all parties.

- Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value.

- Give examples of how trade benefits individuals and communities and increases interdependency.

- **Identifies how to meet short-term financial goals**
  - Identify sources of income including gifts, allowances, and earnings.
  - Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal.
  - Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals.
  - Create a plan for a short-term financial goal.
  - Describe the steps necessary to reach short-term financial goals.

### Civics

- **Respects the views and rights of others as part of a democratic society**
  - Identify and apply the elements of civil discourse including but not limited to listening with respect for understanding and speaking in a respectful manner.
  - Identify important economic and personal rights and how they relate to others.
  - Give examples of the relationship between rights and responsibilities.
- **Studies the origin, structure, and function of local government**
  - Identify the origins, structure and functions of local government.
  - Identify and explain the services local governments provide and how those services are funded.
  - Identify and explain a variety of roles, leaders, citizens, and others play in local government.

## Reviewing the New Language

### **Learner Expectations:**

The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? These are the statements contained in the report card.

### **Evidence Outcomes:**

The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?

*Example:*

### **Learner Expectation:**

Use properties of operations to perform multi-digit arithmetic

### **Evidence Outcome(s):**

- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Use place value to round whole numbers to the nearest 10 or 100.



## Report Card Indicators 2017-2018

### 1st Trimester

This school year Colorado has new academic standards for students. Colorado state academic standards are the expectations of what students need to know and be able to do. They also express what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Academic standards are important because they help ensure that all students are prepared for success in college and the workforce. They provide a framework of clear and consistent expectations for students, parents, and teachers; assist in building your child's knowledge and skills; and set high goals for all students.