



3rd Grade Learner Expectations for the 2nd Trimester

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

Reading, Writing, and Communicating

- **Effectively communicates ideas**
 - Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details.
 - Distinguish different levels of formality.
- **Cooperates and participates in group discussions**
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Explain their own ideas and understanding in light of the discussion.
 - Use eye contact, volume, and tone appropriate to audience and purpose.
- **Reads and understands grade level literature**
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.
 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.
 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **Reads and understands grade level informational texts**
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - Compare and contrast the most important points and key details presented in two texts on the same topic.
- **Uses multiple strategies to read words and find their meanings**
 - Read grade-level text with purpose and understanding.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- **Uses the writing process to create narrative and opinion pieces**

- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- **Uses the writing process to create informational/explanatory texts**
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images).
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- **Uses correct grade level grammar, punctuation, and spelling**
 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular verbs.
 - Capitalize appropriate words in titles.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **Researches a topic and creates a presentation to share with others**
 - Conduct short research projects that build knowledge about a topic.
 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
 - Develop supporting visual information (charts, maps, illustrations, models).
 - Present a brief report of the research findings to an audience.
- **Understands and respects other points of view exist**
 - Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations.

Math

- **Represent and solve problems involving multiplication and division**
 - Interpret products of whole numbers.
 - Interpret whole-number quotients of whole numbers.
 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- **Multiply and divide within 100**
 - Apply properties of operations as strategies to multiply and divide.
 - Interpret division as an unknown-factor problem.
 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
 - Recall from memory all products of two one-digit numbers.
- **Solve problems involving the four operations**

- Model strategies to achieve a personal financial goal using arithmetic operations. (PFL)

- Solve two-step word problems using the four operations.
 - Represent two-step word problems using equations with a letter standing for the unknown quantity.
 - Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
 - **Use properties of operations to perform multi-digit arithmetic**
 - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.
 - **Develop understanding of fractions as numbers**
 - Describe a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; describe a fraction a/b as the quantity formed by a parts of size $1/b$.
 - Describe a fraction as a number on the number line; represent fractions on a number line diagram.
 - Identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Identify and generate simple equivalent fractions. Explain why the fractions are equivalent.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
 - Compare two fractions with the same numerator or the same denominator by reasoning about their size.
 - Explain why comparisons are valid only when the two fractions refer to the same whole.
 - Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.
 - **Solve problems involving measurement (time, liquid volume, mass)**
 - Tell and write time to the nearest minute.
 - Measure time intervals in minutes.
 - Solve word problems involving addition and subtraction of time intervals in minutes using a number line diagram.
 - Measure and estimate liquid volumes and masses of objects using standard (and customary) units of grams (g), kilograms (kg), and liters (l).
 - Use models to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
 - **Represent and interpret data**
 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
 - **Understand measurement concepts of area and perimeter**
 - No evidence outcomes mastered during trimester for this indicator.
 - **Reason with shapes and their attributes**
 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
- ### 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

2nd 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.