

3rd Grade Learner Expectations for the 1st Trimester



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

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.

Reading, Writing, and Communicating

- **Effectively communicates ideas**
 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Cooperates and participates in group discussions**
 - Follow agreed-upon rules for discussions (for example: 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**
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
 - Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.
- **Reads and understands grade level informational texts**
 - Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur).
- **Uses multiple strategies to read words and find their meanings**
 - Decode multisyllable words.
 - 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 knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - Identify real-life connections between words and their use (for example: describe people who are friendly or helpful).

- **Uses the writing process to narratives and opinion pieces**
 - Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
 - Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - 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 outcomes mastered during trimester for this indicator.
- **Uses correct grade level grammar, punctuation, and spelling**
 - Form and use the simple (for example: I walked; I walk; I will walk) verb tenses.
 - Ensure pronoun-antecedent agreement.
 - Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions.
 - Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts.
 - Use commas in addresses.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **Researches a topic and creates a presentation to share with others**
 - No evidence outcomes mastered during trimester for this indicator.
- **Understands and respects other points of view**
 - No evidence outcomes mastered during trimester for this indicator.

Math

- **Use properties of operations to perform multi-digit arithmetic**
 - No evidence outcomes mastered during trimester for this indicator.
- **Develop understanding of fractions as numbers**
 - No evidence outcomes mastered during trimester for this indicator.
- **Represent and solve problems involving multiplication and division**
 - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
 - Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, $6 \times 6 = ?$
 - Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be

found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

- Interpret division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

- **Multiply and divide within 100**
 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- **Solve problems involving the four operations**
 - Identify arithmetic patterns (including patterns in the multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
- **Solve problems involving measurement (time, liquid volume, mass)**
 - No evidence outcomes mastered during trimester for this indicator.
- **Represent and interpret data**
 - No evidence outcomes mastered during trimester for this indicator.
- **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**
 - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
 - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
 - Ask questions to determine cause - and - effect relationships of electric or magnetic interactions between two objects not in contact with each other.
 - Define a simple design problem that can be solved by applying scientific ideas about magnets.
- **Life Science - Life Cycles**
 - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.
 - Construct an argument that some animals form groups that help members survive.
 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
 - Use evidence to support the explanation that traits can be influenced by the environment.
 - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.
 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well and some cannot survive at all.
 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- **Earth Science - Water**

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

- Obtain and combine information to describe climates in different regions of the world.

- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Social Studies

- **History - Compare primary and secondary sources when explaining the past and understand how the past influences the development of different communities and regions**

- Compare primary sources with works of fiction about the same topic.

- Use a variety of primary sources such as artifacts, pictures, and documents, to help determine factual information about historical events.

- Compare information from multiple sources recounting the same event.

- Compare past and present situations and events.

- Give examples of people, 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 and how that migration has influenced change and development.

- **Geography - Use geographic tools to develop spatial thinking and understand the concept of region**

- Read and interpret information from geographic tools and formulate geographic questions.

- Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.

- Describe the natural and man-made features of a specific area on a map.

- Identify geography-based problems and examine the ways that people have tried to solve them.

- Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: the Eastern Plains, San Luis Valley, Pikes Peak, Northwest, Front Range, South Central, Southwest, and Western Slope.

- Identify the factors that make a region unique. For example: cultural diversity, industry and agriculture, and landforms.

- 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 attributes.

- **Economics - Describe how producers and consumers exchange goods and services in different ways and create a plan to meet a financial goal**

- Describe the difference between producers and consumers and explain how they need each other.

- Describe and give examples of forms of exchange. For example: monetary exchange and barter.

- Describe how the exchange of goods and services between businesses and consumers affects all parties.

- Recognize that different currencies exist and explain the functions of money. For example: medium of exchange, store of value, and measure of value.

- Cite evidence to show how trade benefits individuals, businesses, and communities and increases interdependency.

- Give examples of short-term spending and savings goals.

- Identify jobs that children can do to earn money to reach personal financial goals.

- Differentiate the role of income and expenses when creating a budget.

- Create a plan with specific steps to reach a short-term financial goal.

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

- **Civics - Respect the views and rights of others and understand the origins, structures, and functions of local government**

- Identify and apply the elements of civil discourse. For example: listening with respect for understanding and speaking in a respectful manner.

- Identify important personal rights in a democratic society and how they relate to others' rights.

- Give examples of the relationship between rights and responsibilities.

- Restate the view or opinion of others with their reasoning when it is different from one's own.

- Identify the origins, structures, 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.

- Describe how local government provides opportunities for people to exercise their rights and initiate change.

Reviewing the 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:

Multiply and divide within 100

Evidence Outcome(s):

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.



Report Card Indicators 2020-2021

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.