3rd Grade Learner Expectations for the 1st 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 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.
  - Develop a sense of closure.
- Uses writing process to create informational/explanatory texts
  - No evidence outcomes mastered during trimester 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.
  - Develop a sense of closure.
  - No evidence outcomes mastered during trimester for this indicator.
- Uses writing process to create narrative or 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 writing process to create informational/explanatory texts
  - No evidence outcomes mastered during trimester 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.
  - Develop a sense of closure.
  - No evidence outcomes mastered during trimester for this indicator.
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- Understands and respects other points of view
  - 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 state.
  - Analyze and interpret observations about matter as it freezes and melts, and boils and condenses.
  - Use evidence to develop a scientific explanation about one or more processes that affect 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.

Math
Note: If a Unit Plan spans across two trimesters, all evidence outcomes are listed under the latter trimester.
- 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 multiple 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.