

# 3rd Grade Learner Expectations for the 3rd Trimester



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

## 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.
  - Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.
  - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **Cooperates and participates in group discussions**
  - Use different types of complete sentences to share information, give directions, or request information.
  - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Reads and understands grade level literature**
  - Distinguish their own point of view from that of the narrator or those of the characters.
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).
  - Use Range of Reading and Complexity of Text to, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **Reads and understands grade level informational texts**
  - Distinguish their own point of view from that of the author of a text.
  - Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships.
  - Use range of complexity of text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **Uses multiple strategies to read words and find their meanings**
  - Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - Determine the meaning of the new word formed when a know affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered).
- **Uses the writing process to create narrative and opinion pieces**
  - Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - Provide a concluding statement or section.
  - Write descriptive poems using figurative language.
- **Uses the writing process to create informational/explanatory texts**
  - No evidence outcome for this indicator.
- **Uses correct grade level grammar, punctuation, and spelling**
  - Choose words and phrases for effect.
  - Recognize and observe differences between conventions of spoken and written standard English.
  - Form and use regular and irregular verbs.
  - Use abstract nouns (e.g., childhood).
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - Use coordinating and subordinating conjunctions.
- **Researches a topic and creates a presentation to share with others**
  - Interpret and communicate the information learned by developing a brief summary with supporting details.
- **Understands and respects other points of view exist**
  - Recognize that different sources may have different points of view.
  - Assess points of view using fairness, relevance, and breadth.
  - Determine the clarity, relevance, and accuracy of information.
  - Assess inferences for accuracy and fairness.
  - Recognize what they know and don't know (intellectual humility).

## Math

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

- **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**
  - No evidence outcomes mastered during trimester for this indicator.
- **Use properties of operations to perform multi-digit arithmetic**
  - No evidence outcomes mastered during trimester for this indicator.
- **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**
  - Describe perimeter as an attribute of plane figures and distinguish between linear and area measures.
  - Find the perimeter given the side lengths.
  - Find an unknown side length given the perimeter.
  - Find rectangles with the same perimeter and different areas or with the same area and different perimeters.
- **Reason with shapes and their attributes**
  - Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
  - 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 2018-2019

## 3rd 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.