3rd Grade Learner Expectations for the 2nd 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**
  - Speak clearly, using appropriate volume and pitch for the purpose and 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**
  - 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.
  - 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.
- **Reads and understands grade level literature**
  - Summarize central ideas and important details from a text.
  - 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
  - Distinguish their own point of view from that of the narrator or those of the characters.
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting).
  - Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.
- **Reads and understands grade level informational text**
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **Uses multiple strategies to read words and find their meanings**
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
  - Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps).
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered).
  - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them).
- **Uses the writing process to narratives and opinion pieces**
  - No evidence outcomes mastered during trimester for this indicator.
- **Uses the writing process to create informational/explanatory texts**
  - Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
  - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (for example: 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**
  - 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 (for example: sitting, smiled, cries, happiness).
  - Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - 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.
- **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**
  - Use place value understanding to round whole numbers to the nearest 10 or 100. -
  - 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.
  - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
- **Develop understanding of fractions as numbers**
  - No evidence outcomes mastered during trimester for this indicator.
- **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. Represent these 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) 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**
  - 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- **Understand measurement concepts of area and perimeter**
  - (Recognize area as an attribute of plane figures and understand concepts of area measurement.) A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
  - (Recognize area as an attribute of plane figures and understand concepts of area measurement.) A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
  - Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
  - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
  - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
  - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
  - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.
- **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. Mastered in Trimesters 1 & 2.*
  - *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. Mastered in Trimesters 1 & 2.*

- **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 × 5 = 40, one knows 40 ÷ 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.**

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3

Report Card Indicators
2020-2021

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.