

GRADE 3

READING

Reading Fluency and Accuracy

- Accuracy: reading material appropriate for grade 3 with at least 90-94% accuracy
- Fluency: reading with oral fluency rates of at least 90- 120 words correct per minute
- Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

Word Identification Skills and Strategies

- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion
- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns
- Reading grade-level appropriate words (in connected text) with automaticity
- Reading grade-appropriate, high-frequency words (including irregularly spelled words)

Vocabulary Strategies

- Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

Breadth of Vocabulary

- Identifying synonyms, antonyms, or homonyms/ homophones; or categorizing words
- Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings) EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – The word "fall" can mean a time of the year or losing your step. What words from the passage help you to know what "fall" means in this story? EXAMPLE (multiple meanings): The word "fall" has many different meanings. Which sentence below uses the word "fall" to mean a time of the year? OR Which sentence below uses "fall" with the same meaning as it is used in the poem?

Literary Texts: Initial Understanding of Literary Texts

- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text
- Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
- Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
- Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction)
- Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description

Analysis and Interpretation of Literary Text, Citing Evidence

- Making logical predictions

- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits
- Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships) EXAMPLE: How might the story have been different if...?
- Identifying who is telling the story
- Identifying the author's basic message EXAMPLE: In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?
- Identifying possible motives of characters
- Recognizing explicitly stated causes or effects

Analysis and Interpretation of Literary Text, Citing Evidence

- Recognizing the use of literary elements and devices ((i.e., imagery, exaggeration) to interpret intended meanings

Generates a Personal Response

- Comparing stories or other texts to related personal experience, prior knowledge, or to other books

Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)

- Obtaining information, from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations) EXAMPLES: What words does the author want you to notice on this page? What is the last step of the directions?
- Using information from the text to answer questions related to explicitly stated main/central ideas or details
- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping) EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things
- Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
- Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, children's magazines, content trade books, textbooks, children's newspapers; and practical/functional texts: book orders, procedures, instructions, announcements, invitations)

Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence

- Connecting information within a text EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text
- Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
- Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
- Distinguishing fact from opinion
- Making inferences about causes or effects EXAMPLE: What probably caused the fire to start in the garage?

Reading Strategies: Strategies for Monitoring and Adjusting Reading

- Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/meaning, or other context cues)

Reading Comprehension Strategies

- Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g. transition words, subheadings, bold/italicized print, parts of the book)

Reading Widely and Extensively

- Reading with frequency, including in-school, out-of-school, and summer reading
- Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts)
- Reading multiple texts for depth of understanding an author or genre

Breadth of Reading: Participating in Literate Community

- Self-selecting reading materials aligned with reading ability and personal interests
- Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Reading for Research Across Content Areas (multiple sources (including print and non-print texts))

- Using sources provided
- Evaluating information presented in terms of relevance
- Gathering information and using a given structure (e.g., chart, diagram. Outline, etc.) to organize it
- Using evidence to support conclusions

ORAL COMMUNICATION

Interactive Listening

- Following multi-step verbal instructions and directions (e.g., to answer questions, to perform tasks, or to solve problems)
- Conversing, and asking questions about content(e.g., stories, songs, or poems)
- Participating in large group discussions to show understanding of how other group members think
- Understanding how alternative nonverbal actions reinforce a verbal message (e.g., use of gestures)
- Attending to speaker and waiting for appropriate turn to speak

Make Oral Presentations

- Using standards for good speaking in different kinds of small groups and cultural settings
- Using various linguistic elements and structures to convey meaning
- Telling stories, giving information using details and providing a conclusion
- Providing appropriate feedback to audience
- Using strategies to engage audience (e.g., eye-contact and adjustment of rate and volume)

WRITTEN COMMUNICATION

Writing Process

- Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Writing Extensively

- Writing with frequency, including in-school, out-of-school, and during the summer
- Sharing thoughts, observations, or impressions
- Generating topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook

Structures of Language – Applying Understanding of Sentences, Paragraphs, and Text

Structures – Structures of Language are assessed within all genres of writing

- Writing a variety of complete simple sentences EXAMPLES: declarative, exclamatory, and interrogative
- Recognizing indentations for new paragraphs)
- Recognizing complete sentences EXAMPLE: simple and compound sentences
- Applying directionality as appropriate to text

Writing in Response to Literary or Informational Text-Showing Understanding of Ideas in Text

- Selecting appropriate information to set context/background EXAMPLE: When setting context, include author, title, brief summary
- Selecting ideas that support the development of a summary
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

Writing in Response to Literary or Informational Text-Making Analytical Judgments about

Text

- Stating a focus (purpose), when responding to a given question
- Making inferences about content, events, characters, or setting
- Using details or references to text to support focus (Note: support may include prior knowledge)
- Organizing ideas, using basic transition words (e.g., first, next, then, finally) and having a concluding statement

Narratives

- In written narratives, students organize and relate a story line/plot/series of events by creating a clear, understandable story line with a beginning, middle, and end
- In written narratives, students organize and relate a story line/plot/series of events by using basic transition words, when appropriate
- Using details
- Creating character(s) through description of physical attributes
- Writing about observations and experiences
- Extending and elaborating ideas with purpose

Reflective Essay

Informational Writing – Reports or Procedures

- Using a given organizational structure for grouping facts and ideas (e.g., template, frame, graphic organizer)
- Selecting appropriate facts to set context/background
- Using basic transition words, when appropriate EXAMPLES: first, then, next, finally
- Using numbering or words to arrange the steps in a logical manner
- Providing a concluding statement
- Providing a list of resources (e.g. materials to be used in a task)
- Establishing a topic

- Stating a focus/controlling idea on a topic EXAMPLES: "Dogs" = topic; "Dogs make good pet" = focus
- Including details/information relevant to topic and/or focus
- Including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics - Conventions are assessed within all genres of writing

- Using capital letters for the beginning of sentences and names
- Using end punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)
- Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling EXAMPLE: single syllable words, regular long and short vowel

MATH

Number and Operations

- Demonstrates conceptual understanding of rational numbers with respect to: whole numbers from 0 to 999 through equivalency, composition, decomposition, or place value using models, explanations, or other representations; and positive fractional numbers (benchmark fractions: $\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$, $\frac{a}{6}$, or $\frac{a}{8}$, where a is a whole number greater than 0 and less than or equal to the denominator) as a part to whole relationship in area and set models where the number of parts in the whole is equal to the denominator; and decimals (within a context of money) as a part of 100 using models, explanations, or other representations
- Demonstrates understanding of the relative magnitude of numbers from 0 to 999 by ordering whole numbers; by comparing whole numbers to benchmark whole numbers (100, 250, 500, 750); or by comparing whole numbers to each other; and comparing or identifying equivalent positive fractional numbers ($\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$ where a is a whole number greater than 0 and less than or equal to the denominator) using models, number lines, or explanations.
- Demonstrates conceptual understanding of mathematical operations by describing or illustrating the inverse relationship between addition and subtraction of whole numbers; and the relationship between repeated addition and multiplication using models, number lines, or explanations.
- Accurately solves problems involving addition and subtraction with regrouping; the concept of multiplication; and addition or subtraction of decimals (in the context of money).
- Mentally adds and subtracts whole number facts through 20; adds two-digit and one-digit whole numbers; adds combinations of two-digit and three-digit whole numbers that are multiples of ten (e.g., $60 + 50$, $300 + 400$, $320 + 90$); subtracts a one-digit whole number from a two-digit whole number (e.g., $37 - 5$); and subtracts two-digit whole numbers that are multiples of ten and three-digit whole numbers that are multiples one hundred (e.g., $50 - 20$, $500 - 200$).
- Makes estimates in a given situation by identifying when estimation is appropriate, selecting the appropriate method of estimation, and evaluating the reasonableness of solutions appropriate to grade level GLEs across content strands.

- Applies properties of numbers (odd, even, and multiplicative property of zero for single-digit whole numbers [$6 \times 0 = 0$]) and field properties (commutative for addition, associative for addition, identity for multiplication, and commutative for multiplication for single-digit whole numbers [e.g., $3 \times 4 = 4 \times 3$]) to solve problems and to simplify computations involving whole numbers.

Geometry and Measurement

- Uses properties or attributes of angles (number of angles) or sides (number of sides or length of sides) or composition or decomposition of shapes to identify, describe, or distinguish among triangles, squares, rectangles, rhombi, trapezoids, hexagons, or circles.
- Demonstrates conceptual understanding of congruency by matching congruent figures using reflections, translations, and rotations (flips, slides, and turns) (e.g., recognizing when pentominoes are reflections, translations and rotations of each other); composing and decomposing two- and three-dimensional objects using models or explanations (e.g., Given a cube, students use blocks to construct a congruent cube); and by using line symmetry to demonstrate congruent parts within a shape.
- Demonstrates conceptual understanding of similarity by identifying similar shapes.
- Demonstrates conceptual understanding of perimeter of polygons, and the area of rectangles on grids using a variety of models or manipulatives. Expresses all measures using appropriate units.
- Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.
- Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions from one location to another (e.g., classroom to the gym, from school to home) using positional words; and between locations on a map or coordinate grid (first quadrant) using positional words or compass directions.
- Demonstrates conceptual understanding of spatial reasoning and visualization by copying, comparing, and drawing models of triangles, squares, rectangles, rhombi, trapezoids, hexagons, and circles; and builds models of rectangular prisms from three-dimensional representations.

Functions and Algebra

- Identifies and extends to specific cases a variety of patterns (linear and non-numeric) represented in models, tables, or sequences by extending the pattern to the next one, two, or three elements, or finding missing elements.
- Demonstrates conceptual understanding of equality by showing equivalence between two expressions using models or different representations of the expressions; or by finding the value that will make an open sentence true (e.g., $2 + [] = 7$). (limited to one operation and limited to use addition, subtraction, or multiplication)

Data, Statistics, and Probability

- Interprets a given representation (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions.
- Analyzes patterns, trends or distributions in data in a variety of contexts by determining or using most frequent (mode), least frequent, largest, or smallest.
- Organizes and displays data using tables, tally charts, and bar graphs, to answer questions related to the data, to analyze the data to formulate conclusions, to make predictions, or to solve problems.

- Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M(DSP)–3–1. Uses counting techniques to solve problems involving combinations and simple permutations using a variety of strategies (e.g., student diagrams, organized lists, tables, tree diagrams, or others).
- For a probability event in which the sample space may or may not contain equally likely outcomes, determines the likelihood of an event using “more likely,” “less likely,” “equally likely,” certain, or impossible and tests the prediction through experiments; and predicts if a game is fair.
- For a probability event in which the sample space may or may not contain equally likely outcomes, determines the likelihood of the occurrence of an event (using “more likely”, “less likely”, or “equally likely”).
- In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.