

ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & Independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED

WORK HABITS

C = CONSISTENTLY

MT = MOST OF THE TIME

S = SOMETIMES

R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Reading

In both literature and informational texts, students independently read increasingly challenging text appropriate for their reading level and the grade level. They are able to accurately read the text with

expression at an appropriate rate and demonstrate understanding by retelling and/or responding to questions about the text.

Reading Literature Standards:

- Students describe characters and explain how the story events and the characters' actions are connected.
- They discuss stories, dramas, and poems in terms of both the content and the structure of the writing.
- They interpret the story as well as the pictures that may be in the story.
- They compare and contrast the themes, settings, and plots of stories written by the same author (may be the same character or similar characters).

Reading Informational Text Standards:

- Students identify the main idea of a nonfiction text as well as important details, and they explain how those details support the main idea.
- They use text features (in texts and on websites) to locate information; interpret information in pictures, diagrams, and charts; and they describe how the author wrote the information: what came first, next, last and why the author chose that order (e.g., to show sequence, cause and effect).
- They compare and contrast the most important ideas and details presented in two texts on the same topic.

Writing

Writing Standards:

- Students write opinion pieces about both topics and texts. They introduce the topic or text, state an opinion, supply reasons that support the opinion using linking words (e.g., because, so), and provide a conclusion.
- They write informative and explanatory pieces. They introduce the topic; group ideas together; add relevant facts, definitions, and details; use linking words (e.g., also, but) to connect ideas; and provide a conclusion.
- They write narrative pieces that describe real or imagined experiences. They organize and describe a logical event sequence; use dialogue and descriptions of the events and characters' action; use words (e.g., after, later, suddenly) that signal sequence; and include a sense of closure.
- They produce writing appropriate to the task and their purpose for writing (e.g., to explain, to tell a story), and they plan, revise, and edit with guidance.
- They work on short research projects to learn about a topic.
- They gather information from both texts and websites, take notes, organize the information, and write written responses using the information gathered.

Speaking and Listening Standards:

- Students prepare for, and participate in, discussions about texts and topics, in which they make statements, ask questions, clarify what was heard, elaborate on ideas, and respond to the comments of others.
- They determine main ideas and supporting details of a text read aloud or information presented in various formats (listening passages, pictures, videos charts).

- Present knowledge and ideas by reporting on a topic, telling a story, or describing an experience. They use descriptive language and speak at an appropriate pace and volume.

Language

Third grade students learn to use and read cursive writing and to produce a variety of sentence structures.

Grammar: Students can not only identify and explain various parts of speech, they also learn to form and correctly use specific parts of speech: regular and irregular plural nouns (e.g., books, children) and verbs (e.g., talk/talked; sit/sat); simple verb tenses (present, past, and future); common conjunctions; adjectives and adverbs; and they learn to check subjects and verbs for agreement (e.g., *they are* not *they is*).

Punctuation & Capitalization: In K-2, students learned to capitalize names of people and places, the first letters of sentences, and the word I. In third grade they are held accountable to apply this learning, and they learn that titles are also capitalized. They continue to be held accountable for ending punctuation, and they learn to use commas and quotation marks to write dialogue, and to write possessives with a contraction.

Spelling: Students learn to apply word families (e.g., -ight, syllable patterns (lit-tle, and prefixes (preread) and suffixes (reading, happiness) to spell correctly. They use conventional spelling for high-frequency writing words as well as applying general rules when adding an ending (e.g., change the final y to an i when adding an ending (e.g., happy/happiness).

Vocabulary: Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing. This includes multiple meaning words (e.g., a can of tuna; you can do it), meanings of prefixes and suffixes (pre- in preheat), root words (e.g., graph), literal and non-literal meanings of words and phrases (including idioms), and to distinguish between words with similar meanings (e.g., knew, believed, suspected).

MATHEMATICS COMMON CORE STATE STANDARDS

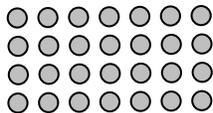
Students work to understand multiplication and division, and use strategies for multiplication and division within 100. They do work with fractions, especially unit fractions (where the numerator equals one. Students understand and use the structure of rectangular arrays and of area. They describe and analyze two-dimensional shapes.

Here are some of the typical mathematical questions /tasks third graders work on in class. These are also great for asking/doing at home.

Operations and Algebraic Thinking

Describe a math situation to fit the problem: 8×6 [or $48 \div 8$].

Write and solve an equation for this array:



What number makes the equation true? $8 \times \underline{\quad} = 56$; $5 = \underline{\quad} \div 3$; $6 \times 6 = \underline{\quad}$

Show the commutative property using 6×4 .

Show the associative property using $3 \times 5 \times 2$.

Use a multiplication fact to solve $32 \div 4$.

Number and Operations in Base Ten

Show why 72 rounds to 70 [or 327 rounds to 300—or to 330].

Add 483 and 379. Multiply 9×80 [or 5×60 , etc.].

Number and Operations—Fractions

Divide a rectangle into sixths and shade one -sixth.

Show how to find one-eighth on a number line. Show three-eighths on the same number line.

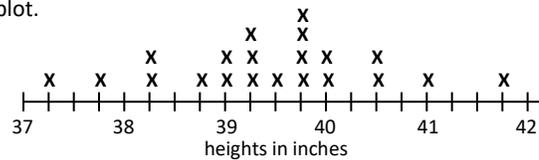
What is a fraction that is equivalent to one half? Show how you know.

Which is greater, four-fifths or four-eighths? How do you know?

Measurement and Data

What time is it (to the nearest minute)? Maya began swimming at 5:10. She stopped at 5:45. How long did she swim?

Measure our heights to the nearest quarter inch. Put our heights on a line plot.



Cover the rectangle with unit tiles. How many square units equal the area?

Measure the sides of the pentagon. What is the perimeter, in cm?

Geometry

Draw three *different* quadrilaterals. What is each quadrilateral's name?

What is the same about a rhombus and a square? What is different?

SCIENCE

- Adaptations to Environments
- Matter
- Energy
- The Earth, Sun, & Moon
- The Solar System

HISTORY/SOCIAL SCIENCE

- Communities – Old and New, Citizenship, Economies

