



## Grade-Level Benchmarks Third Grade

### CHARACTERISTICS OF SUCCESSFUL LEARNERS

#### **Learning Habits**

- participates actively and appropriately
- shows initiative and is a self-directed learner
- synthesizes concepts and transfers knowledge to real-life applications
- demonstrates self-confidence
- willingly takes on challenges and remains engaged until solutions are found
- evaluates learning materials
- remains focused, attentive, and engaged in lessons
- sets and reflects upon goals
- seeks collaborators and thinking partners to create products and find answers

#### **Work Habits**

- demonstrates neatness, thoughtfulness, and pride in work
- works independently and uses time wisely
- works cooperatively with others
- completes and turns in assignments on time
- organizes space and returns materials
- produces original work

#### **Responsibility as a Community Member**

- manages emotions and accepts responsibility for own actions
- manages transitions and adapts to changes in routine
- demonstrates courtesy, cooperation, and respect toward peers and adults
- listens and follows directions
- seeks positive solutions to problems and conflicts
- follows classroom rules and routines
- displays kindness and concern for others
- raises hand before sharing in class discussions
- uses classroom materials with purpose and respect

## LITERACY: READING

### Comprehension

- listens to and discusses texts of different genres including fiction, expository nonfiction, and biographies
- uses comprehension strategies such as questioning, making text-to-self connections, visualizing, making inferences, summarizing, determining importance, and synthesizing
- makes and confirms predictions
- discusses story elements (character, setting, plot, and challenges or problems)
- identifies and discusses main ideas, important ideas, and supporting details
- compares and contrasts stories and character relationships
- compares and contrasts information in text features
- develops an understanding of genre
- identifies, discusses, and writes about lessons or themes in stories
- identifies and discusses characters traits and motivations
- chooses appropriate good fit texts for independent reading
- uses self-monitoring and “fix-up” strategies
- reads independently focusing on self-monitoring, making connections, making inferences, using text features, summarizing, author’s purpose, fluency, and generating independent thinking
- uses and discusses text features
- develops an understanding of genre (fiction and expository nonfiction)
- writes a summary of a book and an article
- synthesizes information about a topic and writes about it
- uses thinking tools with texts read independently
- discusses the text structure of fiction stories
- discusses text organization (cause and effect and sequence)
- discusses the structure of persuasive texts, audience, author’s purpose, and ways authors persuade
- discusses features of plays (character, setting, plot, story structure, stage directions, dialogue, and narrator)
- discusses, writes and shares about texts read independently
- uses, discusses, and writes about reading strategies
- discusses figurative language
- learns about searching for and evaluating digital sources
- identifies opinions and reasons in texts
- shares, writes, and discusses opinions and questions about topics in texts that are read
- identifies what is learned from a text
- reads with attention to phrasing
- writes introductions, reasons, evidence, and conclusions for book recommendations
- reads with attention to characters’ personalities and feelings
- reads aloud with expression and attention to punctuation, phrasing, and characters’ personalities and feelings

### Accuracy

- abundantly reads
- looks carefully at letters and words

- cross-checks (does it look right, sound right, make sense)
- recognizes words at sight
- chunks letters and sounds together - morphemes
- skips the word, then comes back

### **Fluency**

- reads appropriate level texts that are a good fit
- rereads text
- practices common high-frequency words
- adjusts and applies different reading rates to match texts
- uses punctuation to enhance phrasing and prosody (end marks, commas, etc.)
- reads text as the author would say it, conveying the meaning or feeling

### **Expanding Vocabulary**

- uses context clues to figure out the meaning of new vocabulary
- tunes into interesting words and uses new vocabulary when speaking and writing
- uses prior knowledge and context to predict and confirm meaning
- uses pictures, illustrations, and diagrams
- uses word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)
- asks someone to define the word for them

## **LITERACY: WRITING**

### **The Writing Community**

- builds a caring community and gets to know one another
- gets ideas for writing from read-alouds
- drafts many pieces in a variety of genres

### **The Writing Process**

- selects drafts to develop and publish
- revises drafts
- proofreads for spelling conventions
- writes final versions and publishes

### **Personal Narrative**

- writes about a single, interesting event from the students' own lives
- uses sensory details
- uses temporal words
- explores strong opening sentences and endings that draw a story's events to a close
- publishes a personal narrative

### **Fiction**

- develops characters using physical descriptions, actions, thoughts, and speech
- uses interesting action verbs and adverbs
- writes endings that bring a story's event to a close
- publishes a fiction story

### **Expository Nonfiction**

- with a partner, researches and writes a report about an animal
- explores expository text features to include in reports (e.g. illustrations, captions, table of contents)
- publishes an expository nonfiction piece of writing

### **Opinion Writing**

- identifies audience and purpose for opinion writing
- writes clear statements of opinion supported by reasons
- explores strong openings and conclusions that restate the opinion
- publishes an opinion essay

### **Poetry**

- explores imagery, sound, and form of poetry
- taps into creativity

### **Revisiting the Writing Community**

- reflects on growth as writers and as community members
- plans summer writing

### **Conventions**

- incorporates proper spacing between words, lines, margins, and indentations to show paragraphs
- applies high-frequency words consistently within writing
- underlines book titles
- uses capitalization rules correctly to capitalize the beginning of the sentence, names, titles, days months, book titles, dialogue, and other proper nouns
- punctuates endings of sentences using periods, question marks, and exclamation points
- uses commas correctly to punctuation items in a series, greetings, and closings of letters, dates, between a city and a state, and after introductory words
- uses apostrophes to punctuate contractions and possessives
- identifies capitalization, punctuation, spelling, and grammar mistakes, and makes corrections
- uses parts of speech correctly in simple sentences

## **LITERACY: WORD STUDY & MORPHOLOGY**

### **High-Frequency Words**

- reads and spells high-frequency words consistently

### **Spelling Patterns and Word Structure**

- learns about, spells, and reads words with the inflectional endings *-s, -es, -ing, -ed*
- learns strategies for reading words with inflectional endings
- learns about base words
- adds *-s* and *-es* to words that end with *y* and *f/fe*

- analyzes and sorts words
- learns about irregular plurals
- starts a word collection and continues to add to it throughout the year
- participates in guided spelling lessons
- adds *-ed* and *-ing* to verbs that end with final *e* or *y*
- learns about, spells, and reads words with consonant *-l-e*, and final *e* syllables
- reads and sorts polysyllabic words
- learns about, reads, sorts, and spells words with open and closed syllables
- reviews and learns how to use a print and online dictionary
- learns about, reads, and sorts words with *r*-controlled syllables, vowel team syllables, and morphemes
- reviews and learns about the prefixes *un-*, *re-*, *en-*, *dis-*, *non-*, *in-*, *im-*, *il-*, *mis*, *pre-*, *fore-*, *over-*, *under-*, *uni-*, *bi-*, *tri-*
- reviews the suffixes *-ful*, *-less*, *-ly*, *-ion*, *-tion*, *-sion*, *-ation*, *-er*, *-est*, *-or*, *-ist*, *-ian*, *-eer*, *-able*, *-ible*, *-y*, *-ous*, *-ness*, *-ment*
- reads, analyzes, and discusses words with the roots *tele*, *graph*, *photo*, *scrib*, *script*
- explores the literal and nonliteral meanings of common English expressions
- divides words into syllables
- spells two-syllable words by syllable
- learns and uses a word-analysis process for reading polysyllabic words
- learns about morphemic transformations and synonyms
- learns and practices identifying the schwa
- uses context clues to determine meaning
- spells words with previously learned spelling patterns and irregular high-frequency words
- reviews spelling, pronunciation, and parts of speech
- uses word-part clues to think about the meanings of polysyllabic words
- identifies and discusses antonyms and synonyms
- creates word webs
- learns about personification
- reviews and practice word families, morphemic transformation, and syllable types
- discusses shades of meaning of a word
- analyzes sets of words to determine similarities in function and meaning
- spells polysyllabic words with roots

### **Word-Solving Actions**

- uses strategic actions by combining multiple sources of information (recognizing base words, noticing patterns, syllabication, making connections)

## **LISTENING AND SPEAKING**

- comprehends while listening
- expresses oneself clearly
- participates in discussions

# MATHEMATICS

## **Operations and Algebraic Thinking**

- interprets multiplication in terms of equal groups
- interprets division in terms of equal shares or equal groups
- uses multiplication and division to solve number stories
- models number stories involving multiplication and division
- determines the unknown in multiplication and division equations
- applies properties of operations to multiply or divide
- understands division as an unknown-factor problem
- multiplies within 100 fluently
- knows all products of one-digit numbers  $\times 1$ ,  $\times 2$ , and  $\times 10$  automatically
- knows all square products of one-digit numbers automatically
- divides within 100 fluently
- assesses the reasonableness of answers to problems
- solves two-step number stories involving two of the four operations
- models two-step number stories with equations, using a letter or symbol for the unknown
- understands that grouping symbols affect the order in which operations are performed
- applies the order of operations when grouping symbols are not present
- identifies arithmetic patterns and explains them using properties of operations

## **Number and Operations in Base Ten**

- uses place value understanding to round whole numbers to the nearest 10 and 100
- adds within 1,000 fluently
- subtracts within 1,000 fluently
- multiplies one-digit numbers by multiples of 10

## **Number and Operations: Fractions**

- understands, identifies, and represents unit fractions as one part when a whole is divided into equal parts
- understands, identifies, and represents non-unit fractions as the quantity
- represents fractions by sharing collections of objects into equal shares
- represents unit and non-unit fractions on a number line diagram
- understands that equivalent fractions are the same
- understands that equivalent fractions name the same point on a number line
- recognizes and generates simple equivalent fractions
- expresses whole numbers as fractions
- recognizes fractions that are equivalent to whole numbers
- compares fractions with the same numerator and denominator
- recognizes that fraction comparisons require the wholes to be the same size
- records fraction comparisons using  $>$ ,  $=$ , or  $<$
- justifies the conclusions of fraction comparisons

## **Measurement and Data**

- tells and writes time
- measures time intervals in minutes
- measures and estimates masses of objects using grams and kilograms
- solves one-step number stories involving mass
- organizes and represents data on scaled bar graphs and scaled picture graphs
- solves one-and-two-step problems using information in graphs
- understands that a unit square is one square unit of area and can measure area
- understands that a plane figure completely covered by  $n$  unit squares has area  $n$  square units
- measures area by counting unit squares
- finds the area of a rectangle by tiling it
- shows that tiling a rectangle results in the same area as multiplying its side lengths
- multiplies side lengths to find areas of rectangles
- solves real-world and mathematical problems involving areas of rectangles
- represents whole-number products as rectangular areas
- uses area models to represent the distributive property
- recognizes the area as an additive
- finds the area of rectilinear figures
- solves problems involving perimeters of polygons
- exhibits rectangles with the same perimeter and different areas, or the same area and different perimeters

## **Geometry**

- understands that shapes in different categories may share attributes that can define a larger category
- recognizes specific subcategories of quadrilaterals
- draws quadrilaterals that do not belong to specific subcategories
- partitions shapes into parts with equal areas
- expresses the area of each part of a unit fraction of the whole

## **Problem Solving and Perseverance**

- makes sense of the problem
- checks whether the answer makes sense
- compares the strategies they and others use

## **Model with Mathematics**

- models real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations
- uses mathematical models to solve problems and answer questions

## **SOCIAL STUDIES**

- identifies, locates, and names the countries and oceans that border the United States
- constructs a map that includes a title, symbols, compass rose, and map key
- gathers geographic information from maps, globes, and atlases
- accurately labels the states on a US map
- accurately labels 7 continents, oceans, and at least 10 countries on a world map
- analyzes the symbols associated with the US flag
- identifies and locates major national landmarks and/or national parks associated with United States historical events
- constructs a timeline that shows significant events
- identifies the benefits and the costs of an economic choice
- categorizes and defines goods and services
- identifies the opportunity costs in personal decision-making situations
- explains why people need to consider scarcity when making economic decisions
- explains the difference between a producer and a consumer
- identifies qualities of an entrepreneur and innovator
- defines and lists examples of resources; natural and human
- discusses the benefits of interdependence when people or countries depend or rely on someone else for the goods or services they consume
- understands that job specialization can lead to increased production and can sometimes reduce production costs
- identifies the cause-and-effect relationship between supply and demand
- examines how environmental and cultural characteristics influence people's choices to live in different areas around the world
- describes ways in which language, stories, folktales, music, and artistic greetings serve as expressions of culture
- identifies types of primary sources



## TECHNOLOGY

### **Empowered Learner**

- ❑ selects appropriate technology tools to achieve learning goals
- ❑ seeks feedback from both people and features embedded in digital tools, and uses age-appropriate technology to share learning

### **Digital Citizenship**

- ❑ demonstrates an understanding of the role an online identity plays in the digital world and learns the permanence of their decisions when interacting online
- ❑ practices safe, legal, and ethical behavior when using technology and interacting online
- ❑ demonstrates respect for intellectual property with both print and digital media when using and sharing the work of others.
- ❑ demonstrates an understanding of what personal data is, how to keep it private and how it might be shared online

### **Global Collaborator**

- ❑ uses digital tools to work with friends and people from different backgrounds or cultures
- ❑ uses collaborative technologies to connect with others, including peers, experts, and community members to explore different points of view on various topics
- ❑ performs a variety of roles within a team using age-appropriate technology to complete a project or solve a problem
- ❑ works with others using collaborative technologies to explore local and global issues