



Grade-Level Benchmarks

Third Grade

Student Success Skills

LEARNER MINDSETS (ATTITUDES & BELIEFS)

Motivation

- participates in class actively and appropriately
- shows initiative
- asks questions
- is a self-starter and asks for the resources that support learning

Persistence

- tries their best every day
- pushes through hard things and doesn't give up easily
- understands that mistakes are learning opportunities

Reflection

- through ongoing reflection, sees their strengths and areas for growth
- receives feedback from others to improve the quality of their work
- gives helpful, kind, and specific feedback to help others

WORK HABITS (BEHAVIORS)

Craftsmanship

- takes pride in their work and always tries their best
- creates original work that is neat and reflects their best effort
- makes revisions to make their work better

Reliability

- manages their time and materials to complete learning activities within the designated time frame
- comes to class prepared
- listens and follows directions
- turns in assignments on time

Self-Regulation

- remains focused and engaged in learning
- manages emotions and accepts responsibility for personal actions
- adapts to changes in routines and transitions throughout the day

RESPONSIBILITIES AS A COMMUNITY MEMBER (VALUES)

Caring for the Community

- actively contributes to the community and shows care for the environment and others
- shows empathy, kindness, and concern for others
- follows classroom rules and procedures

Collaboration

- works well with classmates and teachers
- works to solve problems in positive ways when working in groups

Valuing Diversity

- treats others with respect
- listens to and respects others' opinions and beliefs

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
- rereads drafts critically
- types and revises drafts
- discusses using precise words and replaces imprecise words
- becomes familiar with the proofreading checklist
- learns how to use spell-check
- proofreads for spelling, misused words, capitalization, complete sentences, sentence fragments, and run-on sentences
- writes final versions and publishes

Personal Narrative

- writes about a single, interesting event from the students' own lives
- uses sensory details, temporal words, transitional words, and phrases
- explores strong opening sentences and endings that draw a story's events to a close
- confers with pairs and revises drafts based on feedback
- proofreads drafts for spelling, misused words, capitalization, complete sentences, sentence fragments, run-on sentences, and possessive nouns
- publishes a personal narrative

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)
- confers in groups and revises drafts based on feedback
- uses research questions to guide research
- reads web pages about the identified topic and takes notes
- organizes notes
- drafts and then organizes subtopic sections
- explores strong introductions and conclusions
- analyzes and revises drafts for topic-related vocabulary, interest, clarity, and completeness
- proofreads drafts for spelling, misused words, capitalization, complete sentences, sentence fragments, and run-on sentences
- transfers proofread drafts to slides
- publishes an expository nonfiction piece of writing

Opinion Writing

- identifies audience and purpose for opinion writing
- learns the structure of a persuasive essay and the reasons in the body paragraphs
- creates concept maps
- discusses paragraphing
- writes clear statements of opinion supported by reasons
- analyzes and revises strong opening paragraphs, reasons with information, and conclusions
- uses transitional words and phrases
- proofreads drafts for spelling, misused words, capitalization, complete sentences, sentence fragments, and run-on sentences
- revises drafts for correct paragraphing
- publishes an opinion essay

Poetry

- explores imagery, sound, and form of poetry
- taps into creativity
- uses sensory details
- explores and discusses features of broadsides and performance
- creates broadsides
- performs poems and shares completed broadsides

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 punctuate 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, and making connections)

LISTENING AND SPEAKING

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

MATHEMATICS

Operations and Algebraic Thinking

- interprets products of whole numbers, e.g., interprets 5×7 as the total number of objects in 5 groups of 7 objects each
- interprets whole-number quotients of whole numbers, e.g., interprets $56/8$ as the number of objects in each share when 56 objects are partitioned equally into eight shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each
- uses multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem
- determines the unknown whole number in a multiplication or division equation relating three whole numbers
- applies properties of operations as strategies to multiply and divide
- understands division as an unknown-factor problem

- ❑ fluently multiplies and divides within 100, using strategies such as the relationship between multiplication and division, or properties of operations
 - ❑ by the end of grade 3, knows from memory all products of two one-digit numbers
- ❑ solves two-step word problems using the four operations
 - ❑ represents these problems using equations with a letter standing for the unknown quantity
 - ❑ assesses the reasonableness of answers using mental computation and estimation strategies, including rounding
- ❑ 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 or 100
- ❑ fluently adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
- ❑ multiplies one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations

Number and Operations: Fractions

- ❑ understands a fraction $\frac{1}{b}$, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into b equal parts
 - ❑ understands a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$
- ❑ understands a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram
 - ❑ represents a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts
 - ❑ recognizes that each part has size $\frac{1}{b}$ and that the endpoint of the part, based at 0, locates the number $\frac{1}{b}$ on the number line
 - ❑ recognizes a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0
 - ❑ recognizes that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line
- ❑ explains the equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compares fractions by reasoning about their size
 - ❑ understands two fractions as equivalent (equal) if they are the same size, or the same point on a number line
 - ❑ recognizes and generates simple equivalent fractions
 - ❑ explains why the fractions are equivalent
 - ❑ expresses whole numbers as fractions, and recognizes fractions that are equivalent to whole numbers
 - ❑ compares two fractions with the same numerator or the same denominator by reasoning about their size
 - ❑ recognizes that comparisons are valid only when the two fractions refer to the same whole
 - ❑ records the results of comparisons with the symbols $>$, $=$, or $<$, and justifies the conclusions

Measurement and Data

- ❑ tells and writes time to the nearest minute and measures time intervals in minutes
 - ❑ solves word problems involving addition and subtraction of time intervals in minutes

- ❑ measures and estimates liquid volumes and masses of objects using standard units of grams
 - ❑ adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes that are given in the same units to represent the problem
- ❑ draws a scaled picture graph and a scaled bar graph to represent a data set with several categories
 - ❑ solves one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs
- ❑ generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch
 - ❑ shows the data by making a line plot, where the horizontal scale is marked off in appropriate units (whole numbers, halves, or quarters)
- ❑ recognizes area as an attribute of plane figures and understands concepts of area measurement
 - ❑ understands that 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
 - ❑ understands that 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
- ❑ measures area by counting unit squares (square cm, square m, square in, square ft, and improvised units)
- ❑ relates area to the operations of multiplication and addition
 - ❑ finds the area of a rectangle with whole-number side lengths by tiling it and showing that the area is the same as would be found by multiplying the side lengths
 - ❑ multiplies side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represents whole-number products as rectangular areas in mathematical reasoning
 - ❑ uses 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 $a \times b$ and $a \times c$
 - ❑ uses area models to represent the distributive property in mathematical reasoning
 - ❑ recognizes area as additive
 - ❑ finds 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
- ❑ solves real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters

Geometry

- ❑ understands that shapes in different categories may share attributes, and that the shared attributes can define a larger category
 - ❑ recognizes rhombuses, rectangles, and squares as examples of quadrilaterals, and draws examples of quadrilaterals that do not belong to any of these subcategories
- ❑ partitions shapes into parts with equal areas
 - ❑ expresses the area of each part as a unit fraction of the whole

SOCIAL STUDIES

- contributes to building a community of belonging and acceptance
- recognizes our similarities and learns from our differences
- identifies, locates, and names the countries and oceans that border the United States
- analyzes a map that includes a title, symbols, a compass rose, and a map key
- analyzes the symbols associated with the US flag
- identifies and locates major national landmarks and/or national parks
- accurately labels 50 states and capitals on a US map
- gathers geographic information from maps, globes, and atlases
- accurately labels seven continents, oceans, and several countries on a world map
- examines how environmental and cultural characteristics influence people's choices of live in different areas around the world
- compares our expression of culture with that of other countries
- defines and lists examples of resources: natural and human
- explains why people need to consider scarcity when making economic decisions
- explains the difference between a producer and a consumer
- analyzes the effect of civilization on natural resources and the environment

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