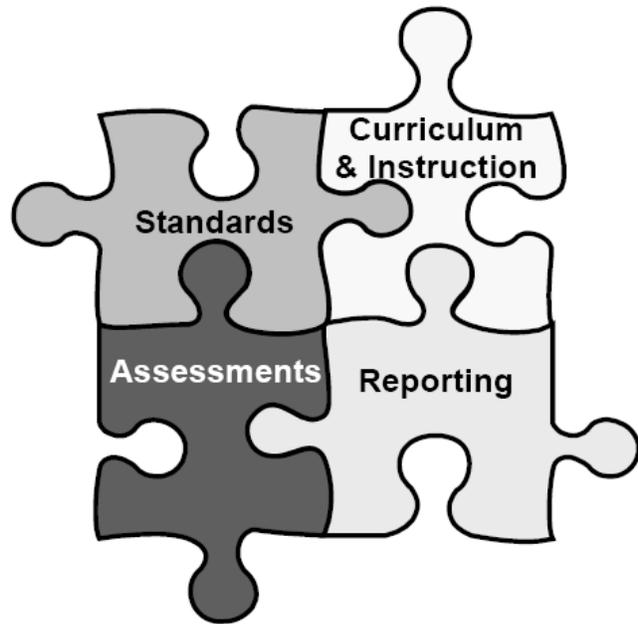


## 3<sup>rd</sup> GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. The standards that describe what a student should know and be able to do at a given grade level,
2. The standards-based curriculum materials or roadmap a teacher uses to ensure that they teach to these standards,
3. The assessments that a teacher uses along the way to measure the extent to which a student has met the standards, and finally,
4. The reporting tool that allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year.



The Standards-Based Report Card (SBRC) completes our standards-based system

## Definitions of Proficiency Levels

At the elementary level, there are three reporting periods. For the first two reporting periods, students are evaluated based on their progress toward end-of-year standards.

In other words, students who receive a mark of "proficient" for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations.

In the final reporting period, the report card marks reflect a student's actual achievement of the cumulative skills, strategies, and concepts identified in the content standards.

Proficiency levels are broadly defined as follows:

### Advanced Understanding

- Student demonstrates a deeper understanding of grade level standards
- Student independently exceeds grade level standards

### Meets Standards

- Student performance demonstrates an understanding of the knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade level standards

### Partially Meets Standards

- Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
- Student is progressing in understanding, however, the skills are not yet mastered
- Student needs assistance to use grade level standards

### Not Meeting Standards

- Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level
- Student is working below grade level expectations
- Student needs continued support; struggles even with assistance; needs intervention

## Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work

throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a Body of Evidence\*

➤ Analyze this entire Body of Evidence one last time in comparison to a proficient Body of Evidence

➤ Utilize content area tools for analysis

**\*Much like a teacher's own creation of a body of evidence for TPEP.**

## A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher should collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a

teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence will

create a well-rounded picture of student progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
<b>English Language Arts</b>						
DIBELS	X					
DRA2	X	X	X	X	X	X
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Reading Logs	X	X	X	X	X	X
Running Records	X	X	X	X	X	X
Writing Samples	X	X	X	X	X	X
Read Alouds	X	X	X	X	X	X
Anecdotal Records						
➤ Independent reading/writing conferring notes	X	X	X	X	X	X
➤ Small group instruction						
➤ Text-based discussions						
<b>Mathematics</b>						
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
End-of-Term Common Assessments	X	X	X	X	X	X
Tasks and story problems which include numeric solutions, student's written explanation, and/or drawings and representations	X	X	X	X	X	X

## Process for Analyzing a Body of Evidence

In order to determine report card marks, a teacher should take one last look at a student's body of evidence using the following process.

### Step 1: Analyze the Body of Evidence for Completeness

- Inventory one representative body of evidence using the 2-3 weeks before the end of the reporting period.
- Assure that there is sufficient evidence for each of the reporting strands.
- Gather additional evidence as needed.

#### Key questions to consider:

- What's in the body of evidence?
- How does the evidence align with the reporting strands?

- Is the body of evidence complete?
- If not, how will you collect what you need?

### Step 2: Analyze the Body of Evidence for Quality

- Analyze the quality of student work across the reporting period using the content area rubrics as appropriate.
- At the end of the reporting period, organize and synthesize these assessments to determine the proficiency level for each of the reporting strands.

#### Key questions to consider:

- What is the quality of this body of evidence?
- What parts of the body of evidence are proficient? Basic? Below basic? Advanced? How do you know?

### Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a body of evidence.
- Analyze this entire body of evidence one last time in comparison to a proficient body of evidence.
- Utilize content area tools for analysis.

## Content Area Examples

In the following pages, you will see examples that demonstrate what students should know and be able to do at the fifth grade level in literacy and mathematics.

We've chosen to demonstrate these subject areas in more depth because of their complexity. It is important to note that these examples do not cover every

grade-level standard. Rather, they suggest the kind of work students are expected to do by the end of the instructional year.

## ENGLISH LANGUAGE ARTS

### Reading Literary and Informational Text

At the end of the year, a proficient third grade student:

**Asks and answers questions, referring directly to a text to demonstrate understanding.**

*Example*

- The student reads third grade books like *Encyclopedia Brown*, *Boy Detective* by Donald S. Sobol and *One Day in the Alpine Tundra* by Jean C. George with expression so that it sounds like talk.

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.

**Reads texts such as stories, folktales, fables, myths, dramas, poetry, and informational text fluently.**

*Example*

- The student uses many comprehension strategies like asking questions, finding the main ideas, reading between the lines, summarizing the important information, changing a prediction, and comparing information from several sources (such as magazines, books, encyclopedias) to understand grade level texts.
- The student understands how traditional tales work and uses this knowledge to compare and contrast plots of stories from around the world.

**Describes how characters' actions in a story or the ideas in informational text help the reader understand the sequence of events.**

*Example*

- The student analyzes how characters change by thinking about what they say, think, feel, and do and uses this knowledge of character to recognize and discuss the theme(s) in literature.
- The student analyzes texts to figure out the theme or author's message in literature. (A theme statement focuses on what the text is saying about an abstract idea or concept.)

*Strategies:*

- Think about what you read. Do you agree with the way the characters are thinking this this story?
- Think about what you read. Do you agree with the way the narrator is thinking in this story?
- How is your thinking the same or different?

**Uses text features and search tools to effectively locate relevant information.**

*Examples*

- The student uses text features like titles, table of contents, chapter headings, glossaries, and indexes to find information.
- The student uses text structures like problem/solution (such as "This is a dangerous corner. We need a traffic light."), cause and effect (such as "The light turned red and the cars stopped."), compare/contrast (such as "Some intersections have traffic lights and some have stop signs."), and time order (such as first, next, then, finally) to understand texts.

**Compares and contrasts themes, settings, plots, characters, and/or important points from a variety of texts on similar topics.** *Examples*

- The student integrates pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters.
- The student can find similarities and differences in books with the same author and characters.

*Strategies:*

- What do the illustrations tell you about the mood of this book? Can you find where the mood is described in the story? How do the pictures help you understand the description of the mood?
- Look at these two books in the same series. What is the same about the setting in the two stories? What is different?
- How did these specific characters solve the problem in different ways across this series of stories?
- How are the problems these specific characters face similar across this series of stories?

## Reading – Foundational Skills

At the end of the year, a proficient third grade student:

**Decodes words with common prefixes and suffixes, and Latin or Greek roots.**

*Example*

- The student figures out the meaning of complex words and technical terms using knowledge of common roots (such as bio = life; biology, biosphere), prefixes (such as tele = distant; telephone,

telescope, telegraph), and suffixes (such as stopping, hopping). See *the Prefix, Suffix, Root Word List on the district web site for a comprehensive list of affixes and root words third graders should know.*

## Writing

Third grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together.

Third grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together.

Third grade students write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

At the end of the year, a proficient third grade student:

**Produces and organizes a variety of types of writing (narrative, opinion, informational) to match audience and purpose.**

*Examples*

- The student writes stories that have plots that include well-chosen details that add to the meaning.
- The student writes personal letters, formal letters, thank-you notes, announcements, and invitations.
- The student organizes writing around a controlling idea with supporting facts and details, groups sentences into paragraphs, and sequences events and information in a way that makes sense to the reader.
- The student writes responses to literature that show an understanding of text. Writes persuasive pieces that present a clear, supported proposal and that anticipate the reader's concerns.

**Engages in prewriting, drafting, revising, editing, and publishing in print and using technology.**

*Examples*

- The student drafts, revises, edits, and publishes a variety of narrative and expository pieces of writing.
- The student uses reference materials, both print and digital, like dictionary, thesaurus, and encyclopedias to improve his/her writing.
- The student uses keyboarding skills to publish his/her writing.

- The student uses technology (such as word processing software, spell check, thesaurus) to support the writing process.

Third grade students write informative/explanatory pieces as well. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).

Third grade students are required to expand upon the shared research experience in grade 2 by researching a topic on their own. In grade 3, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher.

**Conducts short research and writing projects using personal experience, print, and digital resources.**

*Example*

- The student effectively uses a variety of sources to locate relevant information for a research project.
- The student effectively chooses online sources and can identify relevant information from such sources.
- The student can link information learned online with information from offline sources.

## Speaking and Listening

Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.). Third grade students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats.

At the end of the year, a proficient third grade student:

**Engages in a range of discussions respectfully with adequate preparation and clear communication.**

*Example*

- The student demonstrates understanding of a speaker's message by answering questions, asking relevant questions, and explaining important ideas.
- The student listens critically in order to figure out the difference between a speaker's opinions and factual information.
- The student prepares ahead of time for active participation in planned discussions.

At this level, students should also be able to listen carefully to what a speaker says and then ask questions to clarify what they heard. If something is not understood, students should be able to elaborate and provide details to build upon the speaker's response.

**Shows understanding of information presented in asking and answering relevant questions and restating the main idea.**

*Examples*

- The student talks about texts, information, and ideas in an organized, logical way.
- The student uses facts and details to support a listener's understanding.

Third graders move from describing and storytelling to reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable pace.

Students in the third grade should also be able to utilize digital media to make *engaging* audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well-paced reading. Visual displays should be added to illuminate chosen facts or details.

**Reports orally on topics, using relevant details and facts to support ideas; uses multimedia as appropriate.**

*Examples*

- The student gives well-organized presentations about information and experiences.
- The student participates in dramatic presentations (such as poems, plays) using appropriate vocabulary, details, grammar, and expression.

## Language

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.

At the end of the year, a proficient third grade student:

### Uses standard English grammar correctly when speaking or writing.

#### Example

- The student can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- The student correctly forms and uses regular and irregular plural nouns and verbs.
- The student begins to correctly use abstract nouns (e.g., *childhood*).
- The student correctly matches subject-verb and pronoun-antecedent.

- The student correctly forms and uses comparative and superlative adjectives and adverbs, and correctly chooses between them depending on what is to be modified (e.g., *She is faster than I am. / She is the fastest in our class.*  
– *She runs more quickly than I do.*  
– *She runs the quickest of anyone in the class.*)
- The student forms simple, compound, and complex sentences.

### Demonstrates skills in capitalization and punctuation and spelling.

#### Examples

- The student uses different kinds of sentence structures orally and in writing like: declarative sentences (*I finished my homework.*), interrogative sentences (*Did you finish your homework?*), imperative sentences (*Do your homework right now.*), and exclamatory sentences (*I'm done with my homework!*).
- The student uses spelling rules (such as dropping the /y/ to make a plural – *baby/babies*).
- The student uses punctuation rules (such as using commas in dates – *October 24, 2004*; commas and quotation marks in dialogue; to form possessives) in his/her writing.
- The student capitalizes appropriate words in titles (e.g., *Harry Potter and the Sorcerer's Stone*).
- The student uses conventional spelling for high-frequency and other studied words (e.g., *sitting, smiled, cries, happiness*). See the *Perfection Learning Spelling Curriculum* for applicable third grade word lists.
- The student uses spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

### Uses a variety of strategies to determine the meaning of unknown words. Examples

- The student figures out new and longer words by using knowledge of word families (such as *might, slight, delight, overnight*), thinking about what word would make sense, thinking about what word would sound right, reading on, breaking the word into syllables (such as *mi-cro-scope*), using prefixes and suffixes (such as *dislike, distrust, brighter, larger*), rereading, and/or reading more slowly.
- The student uses knowledge of antonyms (such as *right-wrong*), synonyms (such as *right-correct*), homophones (such as *sail-sale*), and homographs (such as *Sam didn't feel well after falling into the well.*) to understand new words.

Learning words at this stage includes expanding vocabulary into all three tiers of vocabulary usage.

"Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children."

"General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts."

"Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature."

*Continued on page 8.*

**Uses new vocabulary words learned through conversations and reading.***Examples*

- The student correctly uses words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When Johnny yells, that makes me anxious).
- The student uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., *happy, happiness*).
- The student uses sentence-level context as a clue to the meaning of a word or phrase.

The student uses frequently occurring affixes and root words as clues to the meanings of words (e.g., *happy/unhappy, tell/retell*). See the *Prefix, Suffix, and Root Word List* on the district web site for a complete list of words expected at third grade.

**Demonstrates a beginning understanding of relationships among words and subtle differences of meaning among related words.** *Examples*

- The student can distinguish between literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- The student can identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

The student can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

## MATHEMATICS

### Mathematics Achievement

#### Algebra

At the end of the year, a proficient third grade student:

**Use multiplication and division within 100 to solve word problems.**

*Example*

- The student can solve a word problem, such as: If you divide 4 packs of 9 markers among 6 kids, how many markers does each kid get?

$$4 \times 9 = 36, 36 \div 6 = 6$$

Each kid gets 6 markers.

**Determine the unknown whole number in a multiplication or division equation.**

*Example*

- The student can determine the unknown number that makes the equation true.

$$8 \times ? = 48, \text{ the number is } 6$$

$$5 = \square \div 3, \text{ the number is } 15$$

**Apply the properties of operations as strategies to multiply.**

*Example*

- The student can apply the commutative, associative and distributive property but do not need to use these terms. A student knows:

$$4 \times 5 = 20 \text{ so } 5 \times 4 = 20$$

$$7 \times 5 \times 2 \text{ is the same as } 5 \times 2 \times 7$$

$$7 \times 6 \text{ can be solved as } 7 \times 5 = 35,$$

$$7 \times 1 = 7, \text{ then } 35 + 7 = 42$$

**Understand division as an unknown factor problem.**

*Example*

- The student can find  $32 \div 8$  by finding  $8 \times \square = 32$

**Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.**

*Example*

- The student can solve this word problem. Matt reads 7 pages a day. His goal is to read 100 pages. After 7 days, how many pages does Matt have left to

Write an equation and find the solution.

$$7 \times 7 + p = 100$$

$$49 + p = 100, 100 - 49 = p, p = 51,$$

Matt needs to read 51 pages.

#### Place Value

At the end of the year, a proficient third grade student:

**Add and subtract within 1000 using strategies and algorithms.**

*Example*

- The student can show their work for a word problem such as: There are 178 second graders and 225 third graders in the concert. What is the total number of students in the concert?

$$100 + 200 = 300, 75 + 25 = 100,$$

$$78 - 75 = 3, 300 + 100 + 3 = 403$$

There are 403 students.

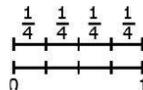
#### Fractions

At the end of the year, a proficient third grade student:

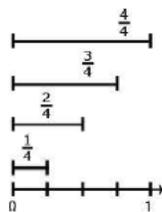
**Represent a fraction as a number on a number line.**

*Examples*

- The student can transfer their understanding of parts of a whole to partition a number line into equal parts. A student can split a number line into four equal parts representing fourths.



The student can also label each part based on its distance from zero to the endpoint.



#### Compare fractions.

*Example*

- The student can compare fractions by looking at number and size of parts, larger number of parts referring to the same

whole and same number of equal parts but of different sizes. Compare these fractions using the symbols  $>$ ,  $<$  or  $=$ .

$$1/8 \underline{\quad} 1/2$$

$$2/6 \underline{\quad} 5/6$$

$$3/8 \underline{\quad} 3/4$$

Students uses  $<$  to answer all and can justify answers with an explanation or visual.

#### Geometry

At the end of the year, a proficient third grade student:

**Solve rectangular area problems.**

*Example*

- The student can find the area of a rectangle.

1	2	3	4
5	6	7	8
9	10	11	12

The student can tile the area then count 12 squares or multiplying  $4 \times 3 = 12$  square units.

**Split shapes into parts with equal area and expresses as a fraction.**

*Example*

- The student can name the equal parts of a whole. What are the equal parts of this circle?  $1/4$



#### Measurement and Data

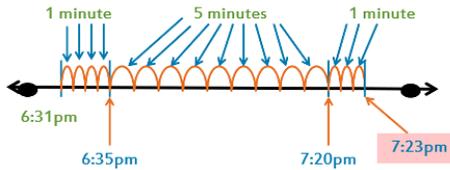
At the end of the year, a proficient third grade student:

**Solve word problems involving addition and subtraction of time intervals in minutes.**

*Example*

- A student can solve this word problem using a number line or an analog clock. Your mom put the lasagna in the oven at 6:31 pm and took it out at 7:23pm. How many minutes did the lasagna take to cook?

read to meet his goal?  
The student shows work on an open number line.



The lasagna took 52 minutes.

### Solve word problems involving masses and volumes.

*Example*

- The student solves one step word problems such as: Nicole has a gas can that holds 4 liters of gas. How many gas cans would she need to hold 40 liters of gas?  
 $40 \div 4 = c$ , 10 gas cans

### Mathematical Practices

At the end of the year, a proficient third grade student:

**Represent problems in multiple ways; math vocabulary, drawings, objects, number sentences and equations.**

*Example*

When given a new problem, the student will experiment with representing the problem in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart, list or graph and creating equations. Students need many opportunities to connect the different representations and explain connections.

## Report Card Line-Items for Common Core Subjects

THIRD GRADE	T1	T2	T3
<b>ENGLISH LANGUAGE ARTS (ELA)</b>			
<b>READING LITERARY AND INFORMATIONAL TEXT</b>			
Asks and answers questions, referring directly to a text to demonstrate understanding (2.1.3) <b>(RI.3.1, RI.3.1)</b>			
Reads texts such as stories, folktales, fables, myths, dramas, poetry, and informational text fluently (1.3.1, 1.3.2, 1.4.1, 1.4.2, 1.4.3) <b>(RI.3.10, RI.3.10, RI.3.5)</b>			
Describes how characters' actions in a story or the ideas in informational text help the reader understand the sequence of events (2.2.1, 2.2.3, 2.2.4) <b>(RI.3.3, RI.3.3)</b>			
Uses text features and search tools to effectively locate relevant information(2.2.2) <b>(RI.3.5)</b>			
Compares and contrasts themes, settings, plots, characters, and/or important points from a variety of texts on similar topics <b>(RI.3.9, RI.3.9)</b>			
<b>READING - FOUNDATIONAL SKILLS</b>			
Decodes words with common prefixes and suffixes, and Latin or Greek roots <b>(RF.3.3a, RF.3.3b)</b>			
<b>WRITING</b>			
Produces and organizes a variety of types of writing (narrative, opinion, informational) to match audience and purpose (2.2.1, 2.3.1) <b>(W.3.1, W.3.2, W.3.3)</b>			
Engages in prewriting, drafting, revising, editing, and publishing in print and using technology (1.1.1, 1.2.1, 1.3.1, 1.4.1) <b>(W.3.5, W.3.6)</b>			
Conducts short research and writing projects using personal experience, print, and digital resources <b>(W.3.7, W.3.8)</b>			
<b>SPEAKING AND LISTENING</b>			
Engages in a range of discussions respectfully with adequate preparation and clear communication (1.1.1, 1.1.2, 1.2.1) <b>(SL.3.1a, SL.3.1b, SL.3.1c)</b>			
Shows understanding of information presented by asking and answering relevant questions and restating the main idea (1.2.1) <b>(SL.3.2, SL.3.3)</b>			
Reports orally on topics, using relevant details and facts to support ideas; uses multimedia as appropriate (3.2.1, 3.3.1) <b>(SL.3.4, SL.3.5)</b>			
<b>LANGUAGE</b>			
Uses standard English grammar correctly when speaking or writing (3.3.5) <b>(L.3.1, L.3.3)</b>			
Demonstrates skills in capitalization and punctuation and spelling (3.3.2, 3.3.3, 3.3.4) <b>(L.3.2)</b>			
Uses a variety of strategies to determine the meaning of unknown words (1.2.1, 1.2.2, 1.3.1) <b>(L.3.4)</b>			
Uses new vocabulary words learned through conversations and reading (1.3.1) <b>(L.3.6)</b>			
Demonstrates a beginning understanding of relationships among words and subtle differences of meaning among related words <b>(L.3.5)</b>			

THIRD GRADE	T1	T2	T3
<b>MATHEMATICS</b>			
<b>ALGEBRA</b>			
Use multiplication and division within 100 to solve word problems <b>(3.OA.3)</b>			
Determine the unknown whole number in a multiplication or division equation <b>(3.OA.4)</b>			
Apply the properties of operations as strategies to multiply <b>(3.OA.5)</b>			
Understand division as an unknown factor problem <b>(3.OA.6)</b>			
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity <b>(3.OA.8)</b>			
<b>PLACE VALUE</b>			
Add and subtract within 1000 using strategies and algorithms <b>(3.NBT.2)</b>			
<b>FRACTIONS</b>			
Represent a fraction as a number on a number line <b>(3.NF.2)</b>			
Compare fractions <b>(3.NF.3)</b>			
<b>GEOMETRY</b>			
Solve rectangular area problems <b>(3.MD.7)</b>			
Split shapes into parts with equal areas and express as a fraction <b>(3.G.2)</b>			
<b>MEASUREMENT AND DATA</b>			
Solve word problems involving addition and subtraction of time intervals in minutes <b>(3.MD.1)</b>			
Solve word problems involving masses and volumes <b>(3.MD.2)</b>			
<b>MATHEMATICAL PRACTICES</b>			
Represent problems in multiple ways; math vocabulary, drawings, objects, number sentences and equations <b>(3.MP.4)</b>			