Grade 3

Standards-Based Report Card
Progress Check Points
First Nine Weeks

English/Language Arts

All students should know and be able to:

- Begin to self-monitor comprehension to clarify meaning
- Begin to ask and answer questions to demonstrate understanding of a text
- Begin describing characters in a story (e.g., their traits, motivations, feelings)
- Read and comprehend literary and informational text
- Begin to describe the relationship between a series of historical event
- Comprehends text on the level M/N
- Begins to capture a reader's interest in writing
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Science

All students should know and/or be able to:

- Differentiate between habitats of Georgia and the organisms that live there.
- Identify features of green plants and animals that allow them to live and thrive in different regions of Georgia.
  Explain what will happen to an organism if the habitat is changed

Social Studies

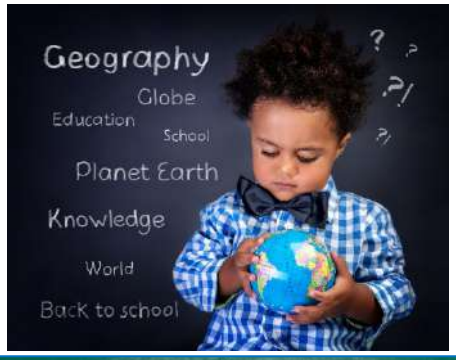
All students should know and/or be able to:

- Explain and use the 5 Themes of Geography
- Explain how Paul Revere expanded rights and freedom
- Describe the geography of Paul Revere
- Describe character traits of Paul Revere
- Identify productive resources
- Explain government's role in the economy
- Explain trade and voluntary exchange
- Discuss political roots of democracy
- Identify topographical features of the US
- Describe features of a republican form of government

Mathematics

All students should know and/or be able to:

- Use place value and properties of operations for multi-digit arithmetic
- Use place value understanding to round whole numbers to the nearest 10 or 100
- Fluently add and subtract within 1000 using strategies based on place value, properties of operations & the relationship between + and -
- Use the properties of addition and subtraction to compute and verify answers
- Use inverse operations to verify answers
- Represent and solve problems involving multiplication and division
- Draw a scaled picture graph and bar graph to represent a data set with several categories
- Solve one and two step word problems using information from graphs
- Generate measurement data by measuring lengths using rulers marked with halves and quarters of an inch
- Show data by making a line plot marked off in wholes, halves, or quarters



Grade 3

Standards-Based Report Card
Progress Check Points
Second Nine Weeks

English/Language Arts
All students should know and be able to:

- Continue to practice self-monitoring comprehension to clarify meaning
- Ask and answer questions during reading to understand text
- Describe characters in a story (e.g., their traits, motivations, or feelings)
- Read and comprehend literature, including informational text
- Describe the relationship between a series of historical event or scientific ideas
- Comprehends grade level text (N)
- Captures a reader's interest by setting a purpose
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task, purposes, and audiences

Social Studies
All students should know and/or be able to:

- Explain how Dolley Madison, Susan B Anthony, Eleanor Roosevelt, Franklin D Roosevelt, Mary McLeod Bethune, and modern powerful women expanded our rights and freedom
- Explains the geography of Dolley Madison, Susan B Anthony, Eleanor Roosevelt, Franklin D Roosevelt, Mary McLeod Bethune, and modern powerful women
- Identify character traits of Dolley Madison, Susan B Anthony, Eleanor Roosevelt, Franklin D Roosevelt, Mary McLeod Bethune, and modern powerful women
- Identify productive resources
- Explain government's role in the economy
- Describe trade and voluntary exchange

Mathematics
All students should know and be able to:

- Use place value and properties of operations for multi-digit arithmetic
- Round whole numbers to the nearest 10 or 100
- Fluently add and subtract within 1000 using strategies based on place value, properties of operations & the relationship between + and -
- Use the properties of addition and subtraction to compute and verify answers
- Use inverse operations to verify answers
- Represent and solve problems involving multiplication and division
- Understand and apply properties of multiplication
- Fluently multiply and divide within 100 using appropriate strategies
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
- Solve two-step word problems involving the four operations
- Assess the reasonableness of answers using mental computation and estimation strategies including rounding
- Identify and explain patterns in arithmetic (using properties of operations)
- Represent and interpret measurement data
- Understand the concepts of area and relate area to multiplication and addition

Science
All students should know and/or be able to:

- Explain the effects of pollution to the habitats of plants and animals.
- Identify ways to protect the environment.
- Explain the difference between a rock and a mineral.
- Recognize the physical attributes of rocks and minerals using observation, measurement, and simple tests.

Grade 3

Standards-Based Report Card
Progress Check Points
Third Nine Weeks

Soci

All s know and/or be able
- Frederick Douglass, C
Thurgood Marshall, and Lyndon Jol
our rights and freedom
- Explain the geography of Frederick Douglass, Cesar Chavez, Thurgood Marshall, and Lyndon Johnson
- Describe character traits of Frederick Douglass, Cesar Chavez, Thurgood Marshall, and Lyndon Johnson Identify productive resources
- Explain government's role in the economy
- Describe trade and voluntary exchange

text as the basis for the answers
- Comprehends text on the level O
- Captures a reader's interest by setting a purpose, and developing a point of view
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposed, and

Mathematics

All students should know and be able to:
- Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category
- Partition shapes into parts with equal areas and express each part as a unit fraction of the whole
- Draw a scaled picture graph and bar graph to represent a data set with several categories
- Generate measurement data by measuring lengths to nearest ¼ inch
- Understand the concept of area and relate area to multiplication and to addition
- Represent and interpret data
- Explain equivalence and compare fractions by reasoning about their size
- Understand fractions as numbers (i.e. part to whole)
- Represent fractions on a number line
- Understand the concept of area and relate area to multiplication and to addition
- Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Science

All students should know and/or be able to:
- Use observation to compare the similarities and differences of texture, particle size, and color in top soils.
- Determine how water and wind can change rocks and soil over time using observation and research.
- Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.
- Describe how a fossil is formed.

Social S

All stu now and be able to:

- M be taught in this qua
va

Grade 3

Standards-Based Report Card
Progress Check Points
Fourth Nine Weeks

English/Language Arts

All students should know and be able to:

- Self-monitors comprehension to clarify meaning
- Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for he answers
- Comprehend text on the level P or above
- Capture a reader's interest by setting a purpose, and developing a point of view
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Science

All students should know and/or be able to:

- Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another.
- Investigate how insulation affects heating and cooling.
- Investigate the transfer of heat energy from the sun to various materials.
- Use thermometers to measure the changes in temperatures of water samples over time.
- Investigate to find common objects that are attracted to magnets.
- Investigate how magnets attract and repel each other.

Mathematics

All students should know and be able to:

- Represent and interpret data
- Solve problems involving measurement and estimation of time intervals
- Solve problems involving measurement and estimation of liquid volumes
- Solve problems involving measurement and estimation of masses of objects
- Distinguish between linear and area measures
- Multiply and divide within 100 using the properties of operations
- Draw a scaled picture graph and bar graph to represent a data set with several categories
- Generate measurement data by measuring lengths using a ruler marked with halves and quarters of an inch