



# Third Grade

## Checkpoint of Progress on Standards

### FIRST NINE WEEKS

# 3rd

#### English/Language Arts

All students should 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, or 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 captures 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

#### Mathematics

All students should 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
- Use the properties of addition and subtraction to compute and verify
- 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 to nearest  $\frac{1}{4}$  inch
- Show data by making a line plot marked off in wholes, halves, or quarters

*Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.*

#### Social Studies

All students should be able to:

- 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
- ***Mini Society may be taught in this quarter, but varies by school***

#### Science

All students should be able to:

- Investigate the habitats of different organisms and the dependence of organisms on their habitat

As of October 8, 2012

# Third Grade

## Checkpoint of Progress on Standards

### SECOND NINE WEEKS

# 3rd

The standards listed on this page are in addition to those taught during the first nine weeks

#### English/Language Arts

All students should 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 events or scientific ideas
- Comprehends grade level text
- 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 tasks, purposes, and audiences

#### Social Studies

All students should be able to:

- Explain how Frederick Douglas expanded our rights and freedom
- Explains geography of Frederick Douglass
- Identify character traits of Frederick Douglass
- Identify productive resources
- Explain government's role in the economy
- Describe trade and voluntary exchange
- Explain how Susan B Anthony expanded our rights and freedom
- Explain geography of Susan B. Anthony
- Identify character Traits of Susan B. Anthony
- Explain how Mary McLeod Bethune expanded our rights and freedom
- Explain geography of Mary McLeod Bethune
- *Mini Society may be taught in this quarter, but varies by school*

#### Mathematics

All students should 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
- Use the properties of addition and subtraction to compute and verify
- 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

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading *periods 1 – 4.*

#### Science

All students should be able to:

- Investigate the physical attributes of minerals, rocks and soils and the effects of erosion and weathering on rocks and soils-changed wording
- Investigate fossils as evidence of organisms that lived long ago

# Third Grade

## Checkpoint of Progress on Standards

### THIRD NINE WEEKS

# 3rd

The standards listed on this page are in addition to those taught during the first and second nine weeks

#### English/Language Arts

All students should be able to:

- Self-monitor comprehension to clarify meaning
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the 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, purposes, and audiences

#### Mathematics

All students should be able to:

- 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 using a number line to locate/identify given numerals

*Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.*

#### Science

All students should be able to:

- Investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat
- Investigate magnets and how they affect other magnets and common objects



#### Social Studies

All students should be able to:

- Explain how Franklin Roosevelt expanded our rights and freedom
- Explain geography of Franklin Roosevelt
- Describe character traits of Franklin Roosevelt
- Identify productive resources
- Explain government's role in the economy
- Describe trade and voluntary exchange
- Explain how Eleanor Roosevelt expanded our rights and freedom
- Describe geography of Eleanor Roosevelt
- Describe character Traits of Eleanor Roosevelt
- Explain how Thurgood Marshall expanded our rights and freedom
- *Mini Society may be taught in this quarter, but varies by school*



# Third Grade

## Checkpoint of Progress on Standards

### FOURTH NINE WEEKS

# 3rd

The standards listed on this page are in addition to those taught during the first, second and third nine weeks

#### English/Language Arts

All students should 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 the answers
- Read at a rate below 120+ wpm and 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

#### Mathematics

All students should 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
- Recognize perimeter as an attribute of plane figures
- Multiply and divide within 100 using the properties of operations

**NOTE: By the end of Grade 3, know from memory all products of two one-digit numbers (also know how to derive the facts by seeing the number pattern). Student should understand what the facts mean mathematically and how they relate to each other.**

*Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.*

#### Social Studies

All students should be able to:

- Explain how Lyndon B. Johnson expanded our rights and freedom
- Describe geography of Lyndon B. Johnson
- Describe character traits of Lyndon B. Johnson
- Identify productive resources
- Explain government's role in the economy
- Explain trade and voluntary exchange
- Explain how Cesar Chavez expanded our rights and freedom
- Describe geography of César Chavez
- Describe character Traits of César Chavez
- Mini Society may be taught in this quarter, but varies by school

#### Science

All students should be able to:

- Recognize the effects of pollution and humans on the environment
- Explain ways to protect the environment

As of October 8, 2012