



Standards-Based Progress Reports

“A Parent’s Guide”

Grade 3

Includes the following:

- Guide to Standards-Based Grading
- Standards for English/Language Arts (ELA)
- Standards for Mathematics
- Scope and Sequence for Science

Norwalk Public Schools

K-5 Guide to Standards Based Grading

(2016 - 2017)

In K-5 in the Norwalk Public Schools, we envision a student and parent-friendly progress report with clearly defined learning targets aligned to high quality, balanced assessments. Our Standards-Based Progress Report seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts, reflect upon strengths and weaknesses, and identify multiple pathways to deeper learning.

What are standards?

Educational standards are the learning goals for what students should know and be able to do at each grade level. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children. For example:

What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The standards we use are those identified by the Connecticut State Department of Education. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets. This is in contrast to the practice of simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific content area in the current grade.

How does standards-based grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance.

Thus a student who may have struggled at the beginning of the year, or when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In a traditional grading system, a student's performance for an entire grading period is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide students and parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

What do each of the numbers in the 4 point scale indicate?

An Academic Rating of (1) would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard and therefore does not meet the standard. For example:

Students at this level are beginning to identify concepts, vocabulary and/or use skills. They are unable to make connections among ideas or extend the information. While it might be expected that all students are performing at this level when learning begins, subsequent practice should lead to increased levels of performance.

An Academic Rating of (2) would indicate that a student is approaching/developing an understanding of a standard, but still may be in need of additional instruction and/or support. For example:

The difference between an Academic Rating of (1) and an Academic Rating of (2) student is the ability to demonstrate some understanding. At an Academic Rating of (2), a student can correctly identify some concepts and/or vocabulary, and/or use some skills. Students at an Academic Rating of (2) do not make connections among ideas nor are they able to demonstrate their learning without support.

An Academic Rating of (3) would indicate that a student has independently met the standard. The student demonstrates mastery of the standard. For example:

An Academic Rating of (3) represents those students who are independently able to meet the standards. Students who are performing at an Academic Rating of (3) understand and use concepts and/or vocabulary and/or skills independently. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."

An Academic Rating of (4) would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply his/her knowledge at a higher level (Webb's Depth of Knowledge 3 & 4). For example:

A student who is able to consistently perform at an Academic Rating of (4) is one who independently demonstrates extensions of his/her knowledge. S/He should be able to create analogies and/or find connections, integrating areas of study. Not all standards can be rated (4).

How are standards actually graded on our new progress reports?

Standards are more like long-term targets that should be met by the end of the year. For Example: In kindergarten, one of the most important Standards - (K.CC.3) "Counting and Cardinality" indicates that by June a child should be able to write the numbers from 0 to 20. However, by the end of trimester #1 (November), they should be able to write the numbers from 0 to 10 and will not usually reach 20 until at least trimester #2 (March). So, if students can write to 5 in November, they will be on target, but still receive a rating of "2" because they haven't met the end of the year standard of 20 yet. Now, if students can write the numbers 0 to 20 in November (or at any other time), then they would indeed receive a rating of "3". If they can consistently write the numbers beyond 20, for example up to 100, then they would receive a rating of "4".

ELA

Standards for:
English/Language Arts
(ELA)

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards: Foundational Skills (K-5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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 tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ELA Common Core State Standards and Long-Term Learning Targets Grade 3

CCSS Standards: Reading - Literature	Long-Term Target(s)
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>I can ask questions to deepen my understanding of a literary text.</p> <p>I can answer questions using specific details from literary text.</p>
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>I can retell a story using key details from the text.</p> <p>I can identify the main message or lesson of a story using key details from the text.</p>
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>I can describe the characters in a story (traits, motivations, feelings).</p> <p>I can explain how a character's actions contribute to the events in the story.</p>
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>I can determine the meaning of words using clues from the story.</p> <p>I can identify literal and nonliteral language in a story.</p>
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<p>I can use literary terms to describe parts of a story or poem (e.g., chapter, scene stanza).</p> <p>I can describe how parts of a story build on one another.</p>
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	<p>I can distinguish between a narrator or character's point of view and my own.</p>
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).</p>
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<p>I can compare and contrast stories (themes, setting, plots) of stories by the same author (e.g. series books).</p>
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p>I can read grade-level literacy texts proficiently and independently.</p>

CCSS Standards: Reading – Foundational Skills	Long-Term Target(s)
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>I can use a variety of strategies to read words.</p> <ul style="list-style-type: none"> a. I can identify the meaning of common prefixes and suffixes. b. I can read words with common suffixes. c. I can read words with more than one syllable. d. I can read high-frequency words that don't "play fair."
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>I can read 3rd grade level texts accurately and fluently to make meaning.</p> <ul style="list-style-type: none"> a. I can read 3rd grade level texts with purpose. b. I can read 3rd grade level texts with fluency. c. I can use clues in the text to check my accuracy. c. I can re-read to make sure that what I'm reading makes sense.
Standards: Writing	Long-Term Target(s)
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>I can write an opinion piece that supports a point of view with reasons. .</p> <ul style="list-style-type: none"> a. I can introduce the topic of my opinion piece. a. I can create an organizational structure that lists reasons for my opinion. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece.

W.3.7. Conduct short research projects that build knowledge about a topic.	I can conduct a research project to become knowledgeable about a topic.
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I can recall information from experiences. I can document what I learn about a topic by taking notes. I can sort evidence into provided categories.
W.3.10. 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.	I can adjust my writing practices for different time frames, tasks, purposes, and audiences.
CCSS Standards Speaking & Listening	Long-Term Target(s)
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	I can effectively engage in discussions with diverse partners about 3 rd grade topics and texts. I can express my own ideas clearly during discussions. I can build on other's ideas during discussions. a. I can prepare myself to participate in discussions. a. I can draw on information to explore the ideas in a discussion. b. I can follow our class norms when I participate in a conversation. c. I can ask questions so I'm clear about what is being discussed. c. I can ask questions that are on the topic being discussed. c. I can connect my questions to what others say. d. I can explain what I understand about the topic being discussed.
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can determine the main idea and supporting details in text that is read aloud to me. I can determine the main idea and supporting details of information that is presented in visual media and/or numbers.
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	I can ask questions when I am confused about what a speaker is saying. I can answer questions to show what I know when listening to a speaker.

<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>I can use conventions to send a clear message to my reader.</p> <ol style="list-style-type: none"> I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can use possessives in my writing. I can spell words that have suffixes added to base words correctly. I can use spelling patterns to spell words correctly. I can use resources to check and correct my spelling.
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English. 	<p>I can express ideas using carefully chosen words.</p> <p>I can compare how people use language when they write versus when they talk.</p>
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>I can use a variety of strategies to determine the meaning of words and phrases.</p> <ol style="list-style-type: none"> I can use what the sentence says to help me to determine what a word or phrase means. I can use common prefixes to help me determine what a word means. (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., <i>company, companion</i>) I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.

Math

Standards for:
Mathematics

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

- 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.

Math Common Core State Standards and Long-Term Learning Targets Grade 3

“Fluency” is defined as accuracy, efficiency, and flexibility. (Russell, S. J. (2000). Developing computational fluency with whole numbers in the elementary grades. *The New England Math Journal*, 32(2), 40-54.)

CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	<p>I can use multiplication to solve problems.</p> <p>I can represent the context of a multiplication problem using drawings and equations.</p>
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	<p>I can use division to solve problems.</p> <p>I can represent the context of a division problem using drawings and equations.</p>
3.OA.3. Use 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. (See glossary, Table 2)	<p>I can use multiplication and division (within 100) to solve word problems.</p> <p>I can represent the context of a multiplication and division problem using drawings and equations.</p> <p>I can fluently use the models of multiplication.</p>
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i>	<p>I can find an unknown number in a multiplication or division equation.</p>
3.OA.5. Apply properties of operations as strategies to multiply and divide. ² (Students need not use formal terms for these properties.) <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 =$</i>	<p>I can analyze the relationship between the four basic operations.</p> <p>I can follow the rules of multiplication and division.</p> <p>I can use the properties of operations as strategies to help me multiply and divide.</p>

<p>3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>	<p>I can use the properties of operations and place value as strategies to help me multiply fluently (one-digit whole numbers by multiples of 10 in the range of 10-90).</p>
<p>CCS Standards: Number and Operations – Fractions Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.</p>	<p>Long-Term Target(s)</p>
<p>3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>	<p>I can explain what fractions represent. I can recognize fractional parts of a whole.</p>
<p>3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>¹ Excludes compound units such as cm^3 and finding the geometric volume of a container. ² Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).</p>	<p>I can explain what fractions represent using a number line. I can plot fractions on a number line.</p>

<p>3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>I can draw a scaled graph (picture and bar) to represent a data set with several categories.</p> <p>I can use a scaled bar graph to solve problems.</p>
<p>3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>I can use a ruler to measure lengths accurately to fourths of an inch.</p> <p>I can draw a line plot to represent a data set (using a horizontal scale of appropriate units).</p>
<p>3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. 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.</p> <p>b. 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.</p>	<p>I can explain the concept of area measurement.</p> <p>I can describe the area of an object using appropriate units.</p>
<p>3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>I can find the area of objects using a variety of methods.</p>

3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

I can divide shapes into equal parts.

I can express the parts of a shape as fractions.

Science

Content Standards

For

Science

Grade 3
Core Themes, Content Standards and Expected Performances

Content Standards	Expected Performances
<p>Physical Science</p> <p><i>Properties of Matter – How does the structure of matter affect the properties and uses of materials?</i></p> <p>3.1 - Materials have properties that can be identified and described through the use of simple tests.</p> <ul style="list-style-type: none"> ◆ Heating and cooling cause changes in some of the properties of materials. 	<p>B 1. Sort and classify materials based on properties such as dissolving in water, sinking and floating, conducting heat, and attracting to magnets.</p> <p>B 2. Describe the effect of heating on the melting, evaporation, condensation and freezing of water.</p>
<p>Life Science</p> <p><i>Heredity and Evolution – What processes are responsible for life's unity and diversity?</i></p> <p>3.2 - Organisms can survive and reproduce only in environments that meet their basic needs.</p> <ul style="list-style-type: none"> ◆ Plants and animals have structures and behaviors that help them survive in different environments. 	<p>B 3. Describe how different plants and animals are adapted to obtain air, water, food and protection in specific land habitats.</p> <p>B 4. Describe how different plants and animals are adapted to obtain air, water, food and protection in water habitats.</p>
<p>Earth Science</p> <p><i>The Changing Earth – How do materials cycle through the Earth's systems?</i></p> <p>3.3 - Earth materials have different physical and chemical properties.</p> <ul style="list-style-type: none"> ◆ Rocks and minerals have properties that may be identified through observation and testing; these properties determine how earth materials are used. 	<p>B 5. Describe the physical properties of rocks and relate them to their potential uses.</p> <p>B 6. Relate the properties of rocks to the possible environmental conditions during their formation.</p>
<p><i>Science and Technology in Society – How do science and technology affect the quality of our lives?</i></p> <p>3.4 - Earth materials provide resources for all living things, but these resources are limited and should be conserved.</p> <ul style="list-style-type: none"> ◆ Decisions made by individuals can impact the global supply of many resources. 	<p>B 7. Describe how earth materials can be conserved by reducing the quantities used, and by reusing and recycling materials rather than discarding them.</p>