



Third Grade Reading

- We are learning to use our knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words.
- We can use our knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families.
- We are learning to decode multi-syllabic words in isolation and in context.
- We can self-correct when subsequent reading indicates an earlier misreading.
- We can apply our letter-sound knowledge to decode unknown words quickly and accurately.
- We adjust our reading rate based on purpose, text difficulty, form, and style.
- We are using the new words that we are learning. We are increasing our vocabulary.
- We listen to, read, and discuss familiar and challenging text.
- We are learning to use context clues to determine the meanings of unfamiliar words
- We can categorize key vocabulary and identify salient features.
- We can relate new vocabulary to familiar words.
- We are learning to identify “shades of meaning” in related words (e.g., blaring, loud).
- We are learning to use the meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.
- We use our knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- We can determine the correct meaning of words with multiple meanings in context.
- We can determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.
- We can identify a text’s features (e.g., title, subheadings, captions, illustrations). We can use them to make and confirm predictions, and establish a purpose for reading.
- We can identify the author’s purpose (e.g., to inform, entertain, or explain) in a text and how an author’s perspective influences the text.
- We are learning to determine explicit ideas and information in a text, including the main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
- We can identify cause-and-effect relationships in a text.
- We can identify the text structure that an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in a text.
- We can identify themes or topics across a variety of fiction and non-fiction selections.
- We can compare and contrast topics, settings, characters, and problems in two texts.
- We are learning various ways to repair comprehension when self-monitoring indicates confusion.
- We are learning to repair comprehension using rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
- We understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama).
- We can identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.
- We can identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language).
- We can identify an author’s theme, and use details from the text to explain how the author developed that theme.
- We can identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
- We can write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution.





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- We can respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).
- We continue to build a core foundation of knowledge by selecting a balance of fictional materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations.
- We can identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
- We can use information from a text to answer questions related to explicitly stated main ideas or relevant details.
- We can organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- We can identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts).
- We continue to build a core foundation of knowledge by selecting a balance of non-fictional materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations.





Third Grade Writing

- We are learning to prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).
- We are learning to prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.
- We prewrite by using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes the main idea.
- We are learning to write a draft by using a pre-writing plan to develop the main idea with supporting details that describe or provide facts and/or opinions.
- We are learning to write a draft by organizing information into a logical sequence through the use of time-order words and cause/effect transitions.
- We are learning to revise our writing by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice.
- We are learning to revise our writing by using a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning.
- We are learning to revise our writing by adding supporting details (e.g., dialogue, similes) and changing word choices using resources and reference materials (e.g., dictionary, thesaurus).
- We are learning to revise our writing by applying suitable tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).
- We can edit our writing for correct spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources.
- We can edit our writing for correct capitalization of proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations.
- We can edit our writing for correct punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives.
- We can edit our writing for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns.
- We can edit our writing for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences.
- We can edit our writing for the correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences.
- We can prepare writing in a format suitable to audience and purpose (e.g., manuscript, multimedia).
- We can add graphics to our writing where appropriate.
- We can share our writing with an audience.
- We can write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events
- We can write various expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and suitable format.
- We can write in various informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).
- We can record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as suitable.
- We can write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.
- We can write various communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations).
- We can write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.



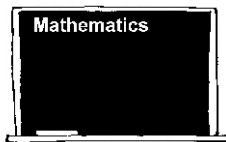


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- We are learning to write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.
- We can demonstrate beginning cursive writing skills.
- We can recall, interpret, and summarize information presented orally.
- We can plan, organize, and give an oral presentation and use suitable voice, eye, and body movements suitable for the topic, audience, and occasion.
- We can read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- We are learning to determine information needed for a search by narrowing or broadening a topic, and by identifying key words.
- We can use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select suitable reference materials, including multiple representations of information, such as maps, charts, and photos.
- We can communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map).
- We recognize intellectual property rights (e.g., cites sources of ideas) and can record basic bibliographic data.
- We can determine main content and supporting details, including distinguishing fact from opinion, in a print media message.
- We are learning to identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.
- We use suitable technologies to improve communication and achieve a purpose (e.g., video, website).
- We can use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in various media formats.





Third Grade Mathematics

- We are learning various ways to model multiplication and division. We are learning about multiplication and division problems categorized by repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.
- Solve multiplication and division fact problems by using strategies that result from applying number properties.
- We are learning various ways to use our knowledge of number properties to solve multiplication and division fact problems.
- We are learning to identify, describe, and apply division and multiplication as inverse operations.
- We can represent fractions, including fractions greater than one, using area, set and linear models.
- We can describe how the size of the fractional part is related to the number of equal sized pieces in the whole.
- We are learning to use models and other ways to compare and order fractions, including fractions greater than one.
- We can use models to represent equivalent fractions, including fractions greater than one. We are learning to identify various representations of equivalence.
- We can describe, analyze, compare and classify two-dimensional shapes using sides and angles – including acute, obtuse, and right angles – and connect these ideas to the definition of shapes.
- We can compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.
- We are learning to build, draw and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.
- We are learning to create, analyze, and represent patterns and relationships using words, variables, tables and graphs.
- We can select suitable units, strategies and tools to solve problems involving perimeter.
- We can measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{10}$.
- We can tell time to the nearest minute and to the nearest quarter hour, and can determine the amount of time elapsed.
- We can represent, compute, estimate and solve problems using numbers through hundred thousands.
- We can solve non-routine problems by making a table, chart, or list and searching for patterns.
- We are learning to construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

