THIRD GRADE LEARNING TARGETS

Language Arts

Reading Process

1. Read third-grade text fluently with purpose and understanding.
   a) I can use punctuation marks to adjust the speed and tone of my reading.
   b) I can group words into phrases that make sense.
   c) I can read with expression.
   d) I can distinguish between fluent and non-fluent reading.
   e) I can monitor for text understanding, including re-reading, and adjusting speed of reading.

2. Use advanced phonetic patterns to decode.
   a) I can apply knowledge of digraphs.
   b) I can classify words with similar sounds of diphthongs.
   c) I can apply single consonant sounds in a variety of single and multi-syllable words.
   d) I can apply knowledge of two and three letter consonant blends.
   e) I can discriminate between long and short vowel sounds using consonant/vowel patterns.
   f) I can identify root words when prefixes and suffixes have been added.
   g) I can correctly read and understand root words when prefixes and suffixes have been added.

Vocabulary

3. Communicate an understanding of vocabulary based on a variety of strategies.
   a) I can recognize, use, and replace synonyms and antonyms correctly within text.
   b) I can determine the correct definition of multiple meaning words in written or oral context.
   c) I can utilize context clues to infer the meaning of an unknown word.
   d) I can analyze compound words to determine meaning.
   e) I can use the knowledge of prefixes and suffixes to determine word meanings.
   f) I can develop vocabulary knowledge to enhance comprehension.
   g) I can use targeted vocabulary in speaking and writing.
   h) I can distinguish shades of meaning among certain words.

Reading (Comprehension & Application)

4. Utilize text features to gain meaning from text and guide interpretation of non-fiction texts.
   a) I can locate and use headings, subheadings, boldface, and italics.
   b) I can locate and use glossary, index, and table of contents.
   c) I can select the correct text feature for specific purposes.
   d) I can read and interpret meaning from maps, charts, and tables.
   e) I can utilize captions, photographs, sidebars, and illustrations.

5. Utilize retrieval skills needed to research a topic.
   a) I can formulate questions based on a topic.
   b) I can distinguish between important and unimportant information.
   c) I can select and use dictionaries, atlases, almanacs, and thesauruses to gain relevant information.
   d) I can select and use technology resources, news, and feature articles to gain relevant information.
   e) I can alphabetize.
   f) I can take brief notes on sources and sort evidence into provided categories.

6. Use a wide range of strategies to comprehend third-grade fictional reading materials.
   a) I can determine main idea and supporting details to make inferences.
   b) I can examine the plot of a story (sequence, problem, solution).
   c) I can identify character traits, motivation, or behavior to explain how their actions contribute to the sequence of events.
   d) I can summarize passages to demonstrate understanding.
   e) I can ask and answer questions to demonstrate understanding of a text using text evidence.
   f) I can distinguish my point of view from that of the narrator, characters, or author.
   g) I can explain how illustrations support the text (create mood, establish setting).
   h) I can 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).
   i) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (ex: similes, metaphors, and idioms).

7. Use a wide range of strategies and skills to comprehend third-grade informational and functional text (nonfiction).
   a) I can preview and predict to anticipate content.
   b) I can distinguish main idea from details.
   c) I can use vocabulary knowledge to enhance comprehension.
   d) I can determine sequence of events.
   e) I can recognize information by importance or sequence of events.
   f) I can summarize passages to demonstrate understanding.
   g) I can describe cause and effect.
   h) I can distinguish my point of view from that of the author.
   i) I can read and comprehend history, social studies, science, and technical texts.

<u>Literature</u>

8. Compare a variety of genres according to their characteristics.
   a) I can evaluate text to determine genre based on characteristics.

b) I can identify the distinguishing features of literary and informational text: everyday print materials, poetry, drama, and fantasy (fables, myths, folktales, and fairy tales).
c) I can compare fictional characters and events to real-life experiences.
d) I can compare and contrast key details presented in two texts on the same topic.
e) I can interpret the author's purpose in a given text.
f) I can retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.

Writing

9. Organize and compose multi-paragraph opinion pieces.
a) I can organize my thoughts using prewriting and/or drafting.
b) I can write opinion pieces on topics or texts, supporting a point of view with reasons.
c) I can introduce the topic or text, state an opinion, and organize my reasons.
d) I can use linking, or transitional, words and phrases (e.g., because, therefore, since, for example) to connect my opinions and reasons.
e) I can provide a concluding sentence.
f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
g) I can correct my writing through editing with guidance and support from adults and peers.
h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

10. Organize and compose multi-paragraph narrative pieces.
a) I can create a situation and introduce a narrator, characters, or both and organize an event sequence that unfolds naturally.
b) I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c) I can use transition words.
d) I can provide a sense of closure to my writing.
e) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
f) I can correct my writing through editing with guidance and support from adults and peers.
g) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

11. Organize and compose multi-paragraph expository pieces.
a) I can organize my thoughts using prewriting and/or drafting ideas.
b) I can write an introductory topic sentence.
c) I can develop the topic with facts, definitions, and details.
d) I can use linking words (e.g., also, another, and, more, but) to connect ideas within categories of information.

e) I can provide a concluding statement.
f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
g) I can correct my writing through editing with guidance and support from adults and peers.
h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

Grammar

12. Identify parts of speech.
a) I can identify and use nouns, pronouns, verbs, and adjectives.
b) I can use regular and irregular plural nouns.
c) I can use abstract nouns (e.g., childhood).
d) I can write and use regular and irregular verbs.
e) I can write and use simple verb tenses (e.g., I walked; I walk; I will walk).
f) I can recognize and use correct subject-verb agreement.
g) I can recognize and use correct use of pronoun-antecedent agreement.
h) I can identify sentence fragments and run-on sentences.
i) I can create simple, compound, and complex sentences.

Mechanics

13. Implement correct letter formation, punctuation, capitalization, and spelling when writing.
a) I can capitalize appropriate words in titles and proper nouns.
b) I can apply commas to separate items in a series, in a physical address, in a date, and before the conjunction in a compound sentence.
c) I can apply correct end-mark punctuation.
d) I can use apostrophes with contractions and possessives.
e) I can underline or italicize book titles.
f) I can use and spell high frequency and studied words correctly.
g) I can apply spelling strategies in my writing.
h) I can write and join cursive upper and lower case letters legibly with correct spacing and formation.

Communication

14. Listen and communicate effectively within a third-grade classroom.
a) I can prepare for discussions by having read or studied required material.
b) I can follow agreed upon rules for discussions.
c) I can ask questions, stay on topic, and link comments to the remarks of others during discussion.
d) I can explain my own ideas and understanding in the context of the discussion.
e) I can speak in complete sentences to share my thoughts and ideas.
f) I can utilize digital storytelling to demonstrate fluid reading of stories or poems.

Math

Numbers and Operations in Base Ten

1. Demonstrate place value understanding of four-digit numbers.
   a) I can round whole numbers to the nearest tens or hundreds place.
   b) I can use place value strategies to multiply 1-digit whole numbers by multiples of 10. (ex: 9x80, 5x60).
   c) I can read and write numbers up to 10,000.
   d) I can identify the place value of each digit in a three-digit number.
   e) I can represent amounts of ten thousands, thousands, hundreds, tens, and ones.
   f) I can compare and order four-digit numbers using the symbols <, >, or =.

2. Use place value and properties to add and subtract.
   a) I can add within 4-digit numbers using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
   b) I can subtract within 4-digit numbers using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
   c) I can add and subtract decimals to the hundredths place (including money).

Numbers and Operations-Fractions

(Expectations limited to fractions with denominators 2, 3, 4, 6, & 8)

3. Describe fractions as parts of a whole with multiple representations.
   a) I can recognize different interpretations of fractions, points on a number line, numbers that lie between two consecutive whole numbers, and lengths of segments on a ruler.
   b) I can locate, on a number line, proper fractions with common denominators 2 through 10.

4. Compare fractions by reasoning about their size.
   a) I can compare fractions with common numerators or denominators using the symbols <, >, and = and justify the conclusions using a visual fraction model (⅛ > ⅛ ; ¼ < ¾).
   b) I can understand two fractions as equivalent if they are the same size, or the same point on a number line.
   c) I can recognize and generate simple equivalent fractions (1/2=2/4, 4/6= 2/3) and explain why the fractions are equivalent (by using a visual fraction model).
   d) I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (ex: 3 = 3/1; 6/1 = 6; 4/4 = 1).

Operations and Algebraic Thinking

5. Represent and solve problems involving multiplication and division.
   a) I can interpret multiplication products as the total number of objects within set groups of equal numbers (5x7=5 groups of 7 objects each).

b) I can interpret division quotients as the number of objects in each share when objects are separated equally (56 ÷ 8 = 7; 56 objects separated evenly in groups of 8 equals 7 per group).
c) I can solve word problems using multiplication and division in situations involving equal groups, arrays, and measurement quantities.
d) I can determine the unknown whole number in a multiplication or division equation (ex. 8 x □ = 48; 5 = □ ÷ 3; and 6 x 6= □).
e) I can recall from memory and demonstrate computational fluency of multiplication facts through the 10s facts.

6. Understand properties of multiplication and the relationship between multiplication and division.
   a) I can apply the commutative property of multiplication to find products (ex. 6x4=24, therefore 4x6=24).
   b) I can apply the associative property of multiplication to solve problems with 3 factors (ex. 3x5x2 can be found by 3x5=15, then 15x2=30, or by 5x2=10, then 3x10=30).
   c) I can apply the distributive property of multiplication by multiplying a number by a group of numbers added together or multiply each separately then add them. (ex. 5 x 6 is 5x(2+4)= (5x2)+(5x4)=10+20=30)
   d) I can understand division as an unknown factor problem. (ex. 32÷8 by knowing 8x□=32)
   e) I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. (knowing 8x5=40, you know 40÷8=5)

7. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
   a) I can determine reasonableness of answers using number sense, context, or estimation strategies.
   b) I can solve one-step word problems involving the four operations.
   c) I can identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. (e.g., 4 times a number is always even).

<u>Measurement and Data</u>

8. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
   a) I can tell and write time to the nearest minute.
   b) I can measure elapsed time intervals in minutes.
   c) I can solve word problems involving addition and subtraction of time intervals in minutes.
   d) I can measure and estimate liquid volumes and masses of objects using standard units of measure (ex: grams, kilograms, and liters).
   e) I can solve one-step word problems involving masses and volumes given in the same units by using drawings to represent the problem.

9. Represent and interpret data.
   a) I can create a scaled picture graph and a scaled bar graph to represent data sets.
   b) I can interpret and compare data from various displays using a given scale.
   c) I can measure lengths using rulers marked with halves and fourths of an inch.
   d) I can show data by making a plot line with a scale marked to show whole numbers, halves, or quarters.

10. Understand concepts of area and perimeter and relate them to multiplication or to addition.
   a) I can recognize area as an attribute of plane figures using "a unit square".
   b) I can measure area by counting unit squares.
   c) I can find and model the area of a rectangle with whole number side lengths.
   d) I can show that the area with whole-number side lengths is the same as it would be multiplying length times width of a figure.
   e) I can solve real-world problems to determine the area of rectangular objects.
   f) I can find the perimeter of a plane figure.
   g) I can find the perimeter of a plane figure with an unknown side.
   h) I can recognize rectangles with the same perimeter and different areas or with the same area and different perimeter.
   i) I can find the area of a rectilinear figure by breaking the figure apart and finding the area of each piece.

<u>Geometry</u>

11. Reason with shapes and their attributes.
   a) I can categorize shapes according to their similar characteristics (rhombus, rectangle, and square are examples of quadrilaterals).
   b) I can draw examples of non-quadrilaterals.
   c) I can divide shapes into parts with equal areas.
   d) I can express area of each part of the whole as a fraction.