



Academics • Service • Community



Language Arts and Mathematics

Edgewood
Hall-Kent
Shades Cahaba

What is Expected
in Grade

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Dear Family,

The teachers in Homewood City Schools have given much time and effort to concisely communicate learning expectations for the students of Homewood. Our teachers have combined forces to define what the students of Homewood should know and be able to do at each grade level. Much research supports the importance of being clear to students and their parents regarding exactly what is to be learned. Of course, Alabama has a state course of study which defines these learning goals at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning.

This information is also available on our website at www.homewood.k12.al.us. Please note that "I Can" statements are under each learning target. These statements are student friendly explanations of everything that a student has to know and be able to do in order to master each learning target.

We sincerely thank you for being our partner in your child's education. We hope that this guide is one of many tools that will be helpful in ensuring your student's success in the classroom.

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 demonstrate characteristics of fluent readers.

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 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 (non-fiction).

- a) I can preview and predict to anticipate content.
- b) I can monitor for text understanding, including re-reading, and adjusting speed of reading.
- c) I can distinguish main idea from details.
- d) I can use vocabulary knowledge to enhance comprehension.
- e) I can determine sequence of events.
- f) I can recognize information by importance or sequence of events.
- g) I can summarize passages to demonstrate understanding.
- h) I can describe cause and effect.
- i) I can distinguish my point of view from that of the author.
- j) I can read and comprehend history, social studies, science, and technical texts.

Literature

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 and Communication

9. Organize and compose multi-paragraph opinion pieces .

- a) I can write opinion pieces on topics or texts, supporting a point of view with reasons.
- b) I can introduce the topic or text, state an opinion, and organize my reasons.
- c) I can use linking, or transitional, words and phrases (e.g., *because, therefore, since, for example*) to connect my opinions and reasons.
- d) I can provide a concluding sentence.
- 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.

10. Organize and compose multi-paragraph narrative texts.

- 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.
- h) I can utilize digital storytelling to demonstrate fluid reading of stories or poems.

11. Organize and compose multi-paragraph expository texts.

- 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 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.

COMMUNICATION

14. Listen and communicate effectively within a third-grade classroom.

- a) I can write and join cursive upper and lower case letters legibly with correct spacing and formation.
- b) I can prepare for discussions by having read or studied required material.
- c) I can follow agreed upon rules for discussions.
- d) I can ask questions, stay on topic, and link comments to the remarks of others during discussion.
- e) I can explain my own ideas and understanding in the context of the discussion.
- f) I can speak in complete sentences to share my thoughts and ideas.

Math Learning Targets

Numbers and Operations in Base Ten

1. Use place value and properties to add and subtract.

- a) I can round whole numbers to the nearest tens or hundreds place.
- b) 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.

- c) 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.
- d) I can add and subtract decimals to the hundredths place (including money).
- e) I can multiply 1-digit whole numbers by multiples of 10 using strategies based on place value (ex: 9×80 , 5×60).

Numbers and Operations-Fractions (Expectations limited to fractions with denominators 2, 3, 4, 6, & 8)

2. 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.

3. 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 ($\frac{1}{6} > \frac{1}{8}$; $\frac{1}{4} < \frac{3}{4}$).
- 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 ($\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$) 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: $3 = \frac{3}{1}$; $\frac{6}{1} = 6$; $\frac{4}{4} = 1$).

Operations and Algebraic Thinking

4. 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 ($5 \times 7 = 5$ groups of 7 objects each).
- b) I can interpret division quotients as the number of objects in

each share when objects are separated equally ($56 \div 8 = 7$; 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. $8 \times \square = 48$; $5 = \square \div 3$; and $6 \times 6 = \square$).
- e) I can recall from memory and demonstrate computational fluency of multiplication facts through the 10s facts.

5. Understand properties of multiplication and the relationship between multiplication and division.

- a) I can apply the commutative property of multiplication to find products (ex. $6 \times 4 = 24$, therefore $4 \times 6 = 24$).
- b) I can apply the associative property of multiplication to solve problems with 3 factors (ex. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$).
- 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. 5×6 is $5 \times (2+4) = (5 \times 2) + (5 \times 4) = 10 + 20 = 30$)
- d) I can understand division as an unknown factor problem.
(ex. $32 \div 8$ by knowing $8 \times \square = 32$)
- e) I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.
(knowing $8 \times 5 = 40$, you know $40 \div 8 = 5$)

6. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- a) I can solve two-step word problems using the four operations and represent these problems using equations with a letter standing for the unknown quantity.
- b) 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).

Measurement and Data

7. 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).
- a) I can solve one-step word problems involving masses and volumes given in the same units by using drawings to represent the problem.

8. 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.

9. 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.

Geometry

10. 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.

