



## Learning Standards by Grade Level

# THIRD GRADE



## DEAR WPS FAMILIES

This document outlines the learning targets, or standards, your child will be working toward during his/her academic school year. The goal is for your child to demonstrate proficiency on each of these learning targets by the end of the year. At the end of each quarter, you will receive a report indicating the progress your child has made toward mastery of the learning targets.

The learning targets are taken directly from the proficiency scales teachers use daily to plan and deliver instruction. We invite you to visit our district website, [USD259.org/Grading](https://USD259.org/Grading), to explore the learning targets on the proficiency scales, become familiar with the progression of learning provided on each scale, and review the frequently asked questions and answers regarding standards-referenced instruction and grading.

We are excited about the change to standards-referenced instruction and grading using proficiency scales and learning targets. This reform will support our students in their journey to becoming future ready!

## BEHAVIOR/WORK HABIT TARGETS

### WORK HABITS

- Work Completion: Complete work by designated time
- Participation & Engagement: Listen, participate in class & engage in the learning process on a consistent basis
- Follow Directions: Know & act in accordance to classroom rules & verbal or written directions

### SOCIAL DEVELOPMENT

- Social Awareness: Demonstrate awareness of others' thoughts, feelings & differences (i.e. students appropriately react to others in a variety of situations)
- Interpersonal Skills: Demonstrate communication & social skills to interact effectively within relationships

### PERSONAL DEVELOPMENT

- Self-Awareness: Identify, understand & express personal thoughts & emotions in healthy ways
- Self-Management: Understand, reflect upon & use strategies for managing thoughts/behaviors & setting goals

### CHARACTER DEVELOPMENT

- Core Principles: In a variety of settings, demonstrate traits of good character such as: honesty, kindness, self-control & perseverance
- Decision Making Skills: Demonstrate responsible & effective decision making skills in a variety of settings
- Problem Solving Skills: Develop, implement & model effective problem solving skills in a variety of settings



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### ENGLISH LANGUAGE ARTS LEARNING TARGETS

- Ask & answer questions about specific details in an informational text **RI.3.1**
- Explain the main idea of a text using specific details **RI.3.2**
- Describe relationships between elements of a non-fiction text **RI.3.3**
- Identify & know the meaning of the most common prefixes & derivational suffixes **RF.3.3a**
- Read multisyllabic & irregularly spelled words **RF.3.3c**
- Read on-level text orally with accuracy & fluency **RF.3.4b**
- Compare one's own point of view on a specific event or issue to the point of view of an author in a text about the same event or issue **RI.3.6**
- Explain how an illustration develops details or topics in an informational text **RI.3.7**
- Compare the main ideas & their supporting details in two texts on the same topic **RI.3.9**
- Determine the meaning of unknown words in informational texts, choosing flexibly from a range of strategies **RI.3.11a**
- Compare words with similar, nuanced or multiple meanings in informational texts **RI.3.12c**
- Ask & answer questions about specific details in a literary text **RL.3.1**
- Recount plots with single storylines **RL.3.2**
- Explain the message, lesson or moral in a fairytale, folktale or myth **RL.3.2**
- Explain how character actions affect the events in a narrative text **RL.3.3**
- Distinguish nonliteral meaning from literal meaning **RL.3.4**
- Explain how later parts of a story, drama or poem build on earlier sections **RL.3.5**
- Compare one's own point of view on a specific event or issue to the point of a view of a narrator or character in a text about the same event or issue **RL.3.6**
- Explain how an illustration develops details or topics in a literary text **RL.3.7**
- Compare narrative elements in two texts from a series **RL.3.9**
- Determine the meaning of unknown words in literary texts choosing flexibly from a range of strategies **RL.3.11a**
- Compare words with similar, nuanced or multiple meanings in informational texts **RL.3.12c**
- State an opinion supported by multiple reasons **W.3.1b**
- Identify facts & information related to an opinion **W.3.1c**
- Use simple tenses of irregular & regular verbs effectively **W.3.1d**
- Write informative/explanatory texts to examine a topic & convey ideas & information clearly **W.3.2a**
- Use illustrations to help an audience understand ideas or events in a text **W.3.2a**
- Use linking words & phrases to show how sentences relate to each other **W.3.2c**
- Organize the events in a narrative chronologically **W.3.3a**
- Use descriptive language to convey settings **W.3.3b**
- Use dialogue to show how characters respond to an event or experience **W.3.3b**
- With guidance & support from adults, introduce ideas at the beginning of a text **W.3.4**
- With guidance & support from adults, organize information into categories **W.3.4**
- With guidance & support from adults, generate a conclusion for a text **W.3.4**
- With guidance & support from adults & peers, replace overused or generic words with more specific synonyms in a draft **W.3.5**
- With guidance & support from adults & peers, ensure that important ideas are well-explained in a draft **W.3.5**
- Identify sources of information about a topic to answer a question **W.3.7**
- Use plural, possessive & abstract nouns effectively **W.3.10c**
- Use pronouns that agree with their antecedents **W.3.10e**
- Use comparative & superlative adjectives & adverbs effectively **W.3.10f**
- Generate simple, compound & complex sentences **W.3.10h**
- Edit for correct capitalization **W.3.11a**
- Edit for correct punctuation **W.3.11b**
- Edit for correct spelling **W.3.11e**



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### MATH LEARNING TARGETS

- Explain that shapes in different categories may share attributes (define a larger category), draw & recognize specific quadrilateral information **3.G.1**
- Partition shapes into parts with equal areas & express the areas of each part as a unit of fraction of the whole **3.G.2**
- Tell & write time to the nearest minute using a.m. & p.m. & measure time intervals in minutes **3.MD.1**
- Solve word problems involving addition & subtraction of intervals of time in minutes **3.MD.1**
- Measure & estimate liquid volumes & masses of objects using standard units of grams (g), kilograms (kg) & liters (l) **3.MD.2**
- Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes (given in the same units) **3.MD.3**
- Draw a scaled picture graph & a scaled bar graph to represent a data set with several categories & solve one- & two-step problems using the information presented in scaled bar graphs **3.MD.4**
- After collecting measurements (inches - whole, halves, fourths), show the data by making a line plot **3.MD.5**
- Multiply whole-number side lengths to find areas of rectangles (real world & mathematical problems) & represent products as rectangular area **3.MD.8b**
- Recognize area as additive, find areas of rectilinear figures, & apply this technique to solve real world problems **3.MD.8d**
- Solve real world & mathematical problems with explanations involving perimeters of polygons **3.MD.9**
- Fluently (efficiently, accurately, flexibly & appropriately) add & subtract within 1,000 by using a variety of strategies & algorithms **3.NBT.2**
- Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value & properties of operations **3.NBT.3**
- Represent a fraction  $a/b$  on a number line diagram by marking off a length  $1/b$  from zero **3.NF.2a; 3.NF.2b**
- Recognize & generate simple equivalent fractions & explain why the fractions are equivalent **3.NF.3b**
- Express whole numbers as fractions, & recognize/explain fractions that are equivalent to whole numbers **3.NF.3c**
- Compare two fractions with the same numerator or the same denominator, record the results using the greater than, less than, equal to, or unequal to symbols & justify conclusions **3.NF.3d**
- Determine the unknown whole number in a multiplication or division equation by using related equations & understand division as an unknown-factor problem **3.OA.4; 3.OA.6**
- Apply the properties of operations as strategies to multiply **3.OA.5**
- Fluently (efficiently, accurately, flexibly & appropriately) multiply & divide with single digit factors & divisors using strategies or properties of operations **3.OA.7**
- Solve two-step word problems using multiplication & division, use a symbol for the unknown, & assess the reasonableness of answers (mental computation, estimation & rounding) **3.OA.8**
- Solve two-step addition & subtraction word problems, use a symbol for the unknown, & assess the reasonableness of answers (mental computation, estimation & rounding) **3.OA.8**
- Identify patterns in multiplication & division then explain using the properties of operations **3.OA.9**

### SCIENCE & SOCIAL STUDIES LEARNING TARGETS

- Science: Construct an argument that some animals form groups that help members survive **3-LS2-1**
- Social Studies: Describe the nature, rights, and responsibilities of American citizenship **3-2.1**



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### PHYSICAL EDUCATION LEARNING TARGETS

- Differentiate between jog, run & sprint & transition between locomotor skills smoothly **1**
- Throw overhand showing opposition, side orientation & with appropriate force from a variety of distances **1**
- Catch an object thrown overhand from a partner using only hands **1**
- Perform a combination of rhythmic movements/dance steps alone, with a partner, or group using both sides of body & crossing the midline **1**
- Dribble with non-dominant hand in general space & dominant hand under control at a slow or moderate speed **1**
- Dribble with inside of feet in general space at a moderate jogging speed & under control **1**
- Strike an object with a short or long-handled implement showing proper grip & body orientation **1**
- Using an approach, kick a moving ball along the ground & into the air; kick a stationary ball toward a target with accuracy; attempt to punt **1**
- Volley an object using a forearm pass to a partner **1**
- Jump rope using double & single bounce; attempt beginning skills with a short rope and/or run out of a long rope **1**
- Identify motor skills used in specific games & physical activities **2**
- Differentiate between hard & soft force **2**
- Identify three of five health-related components of fitness **3**
- Identify an activity that works on each of those three components **3**
- Is self-directed during skill practice time **4**
- Demonstrate positive behavior when working with a group **4**
- Describe the benefits of working with a partner or group during physical activity **5**

### ART LEARNING TARGETS

- Connect art making to personal experiences both in and out of school **CN.1**
- Investigate art that has been created throughout history & by cultures around the world **CN.2**
- Tell stories &/or communicate ideas through art-making **CR.1**
- Organize & develop artistic ideas & work **CR.2**
- Identify intermediate colors **CR.2**
- Classify warm & cool colors & the color spectrum order **CR.2**
- Analyze & combine lines & shapes to create a drawing **CR.2**
- Control materials **CR.3**
- Respond to art by looking, listening, speaking &/or writing **RE.1**

### MUSIC LEARNING TARGETS

- Create simple arrangements using melodic or rhythmic ideas **Cr.2.3**
- Perform a rhythmic or melodic ostinato as accompaniment **Pr.2.3.b**
- Analyze & discriminate form **Re.3.2**