

GRADE 3: EXPLANATION OF ACADEMIC CODE

| 4 Exceeds Standards | 3 Meets Standards | 2 Works Toward Standards | 1 Performs Below Standards |
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| <ul style="list-style-type: none"> Consistently expands upon standards for grade level | <ul style="list-style-type: none"> Consistently achieves standards for grade level | <ul style="list-style-type: none"> Meets some standards for grade level | <ul style="list-style-type: none"> Seldom meets standards for grade level |
| <ul style="list-style-type: none"> Applies higher level thinking to expand knowledge, skills, vocabulary and strategies | <ul style="list-style-type: none"> Understands and applies knowledge, skills, vocabulary and strategies | <ul style="list-style-type: none"> Sometimes understands and applies knowledge, skills, vocabulary and strategies | <ul style="list-style-type: none"> Seldom understands and applies knowledge, skills, vocabulary and strategies |
| <ul style="list-style-type: none"> Applies problem solving skills to new situations | <ul style="list-style-type: none"> Demonstrates problem solving skills | <ul style="list-style-type: none"> Sometimes demonstrates problem solving skills | <ul style="list-style-type: none"> Seldom demonstrates problem solving skills |

GRADE 3: EXPLANATION OF STANDARDS

| MATHEMATICS – <i>The student will...</i> |
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| <p><u>Problem Solving and Reasoning</u></p> <ul style="list-style-type: none"> use appropriate and efficient strategies to solve problems explain one's thinking and describe a strategy that leads to a correct answer <p><u>Number Sense</u></p> <ul style="list-style-type: none"> understand and use numbers as organized groups of tens, hundreds and thousands identify, read, write, and compare whole numbers and fractions read and write decimals (tenths, hundredths) <p><u>Number Sentences/Basic Facts</u></p> <ul style="list-style-type: none"> estimate, solve and create addition and subtraction problems with numbers through 9,999 estimate, represent, create and solve problems with multiplication add and subtract fractions (e.g. $2/8 + 3/8$) and decimals <p><u>Measurement</u></p> <ul style="list-style-type: none"> use tools to estimate and measure length, perimeter, area, weight, volume, time, temperature and money <p><u>Geometry</u></p> <ul style="list-style-type: none"> analyze properties (e.g. corners) 2-D (circle, triangle) and 3-D geometric figures (e.g. cylinder, cone) identify and draw line segments and angles identify and describe congruent (same size and shape) and symmetrical (both sides of a figure are the same) figures <p><u>Patterns</u></p> <ul style="list-style-type: none"> investigate and create patterns involving numbers and number relationships <p><u>Recording and Interpreting Data</u></p> <ul style="list-style-type: none"> read, create, interpret and analyze graphs investigate probability (chance that something will occur) and list possible results <p><u>Mental Math</u></p> <ul style="list-style-type: none"> use efficient, flexible and accurate ways to mentally solve number problems recall multiplication and division facts through the nines table |
| ORAL LANGUAGE – <i>The student will...</i> |
| <ul style="list-style-type: none"> listen attentively, ask and respond to questions, and explain what has been learned use correct grammar and specific vocabulary to communicate ideas present brief oral reports |

READING – *The student will...*

Phonetic Principles

- use knowledge of vowel patterns, prefixes (e.g. pre- as in preview) and suffixes (e.g. –ly as in friendly) to decode, or read, words

Vocabulary

- use and apply vocabulary and context clues (e.g. grammar, surrounding text) to read unfamiliar words and determine their meanings
- understand and use homophones (e.g. right and write), and words with multiple meanings or more complex definitions

Comprehension

- use various strategies such as predicting, questioning, comparing, contrasting and summarizing to make sense of written material
- use knowledge, skills and strategies to independently read and demonstrate understanding of written material

Fluency

- read aloud with expression, accuracy and comprehension
- use expression and phrasing to convey meaning when reading aloud

WRITING – *The student will...*

Components of the Writing Process

- focus on a main idea in well-developed paragraphs
- develop a plan and organize information for writing

Communicates Ideas

- use details and sentence variation to elaborate on the main idea in paragraphs
- write for a variety of purposes and audiences
- revise (rewrite) writing to include specific vocabulary and information

Mechanics and Usage

- revise and edit for correct capitalization and punctuation (mechanics), grammar (usage) and spelling

Spelling

- use correct spelling for high frequency sight words, abbreviations (e.g. don't) and irregular plurals (e.g. children)

SCIENCE – *The student will...*

Concepts, Facts, Principles and Vocabulary

- demonstrate an understanding of simple machines, physical properties of matter (e.g. color, texture), plant and animal adaptations, interactions, life cycles and environments, soil, the water cycle, and how natural events and humans affect plants and animals

Recording and Interpreting Scientific Data

- develop hypotheses (assumptions), make and communicate predictions, observations, results and conclusions of experiments

SOCIAL STUDIES – *The student will...*

History

- demonstrate an understanding of the contributions of ancient Greece and Rome, the exploration of the Americas and the ancient empire of Mali

Geography

- locate, position and label specific features and places on a map
- explain how people adapted to their environment
- use maps skills to gather and classify (organize) information

Economics

- explain how producers and consumers use resources (e.g. plants, tools, people), recognize specialization (being an expert on one job) and interdependence (depending on others) in the past and present

Civics

- learn about Americans who improved the lives of others, explain the responsibilities of a good citizen, and understand how diverse people improve their community