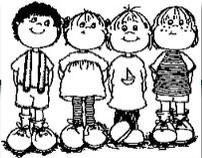


Work Habits

- **Work Quality** The work is carefully done, demonstrating a genuine effort.
- **Use of Time** Student often maximizes class time by staying on task, completing work and asking for help.
- **Timeliness** Work is consistently done in a timely manner.
- **Preparation** The student is often prepared for required tasks.
- **Following Directions** Directions are often followed without question or hesitation.
- **Respect for Self / Others** The student often shows consistent concern for his/her and others' feelings, personal space, belongings and ideas.
- **Behavior/Responsibility** Student's behaviors are generally in line with classroom and school expectations.
- **Contributions** The student often participates and brings informed discussion to the class, and school expectations.



SAFE RESPECTFUL RESPONSIBLE

Grade 3 Overview

MATH

- **Operations and Algebraic Thinking**
- **Number and Operation in Base Ten**
- **Number and Operations - Fractions**
- **Data and Measurement**
- **Geometry**

READING

- **Literature**
- **Informational**
- **Foundational Skills**
- **Grammar**

USING THE WRITING PROCESS

- **Informational**
- **Opinion**
- **Narrative**

SCIENCE

- **Force and Motion**
- **Solar System: Earth & Solar System**
- **Cells**

SOCIAL STUDIES

- **Maine:**
 - **Native Americans**
 - **Communities**
- **Local and State Government**

MSAD #72

A graphic consisting of a large, bold '3' followed by 'rd' and 'Grade' below it, all enclosed within a double-lined rectangular frame with a drop shadow effect.

Standards Based Education

Standards based education defines exactly what students should know and be able to do from one level to the next in all subjects.

Expectations will be consistent from class to class and school to school. Standards will be clearly defined so teachers know exactly what they are expected to teach and students are expected to learn.

This brochure shows standards that third graders should know and be able to do in the areas of Math and English Language Arts. Another brochure is available that shows what students should know and be able to do in Music, Art, and PE. Through careful guidance and monitoring, teachers, students and families will be able to keep track of the progress the students are making and make goals to further their learning.

Math

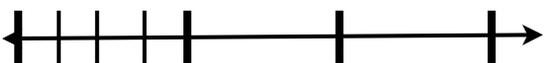


Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Number and Operations / Fractions

- Develop understanding of fractions as numbers.
 - $1/b$ (b = number of equal parts)
 - represent fractions on numberline
 - understand equivalent fractions
 - express whole numbers as fractions
 - compare fractions with same numerator OR same denominator (using visuals/drawings)



$\frac{1}{4}$ _____
OR
 $\frac{3}{4}$ _____

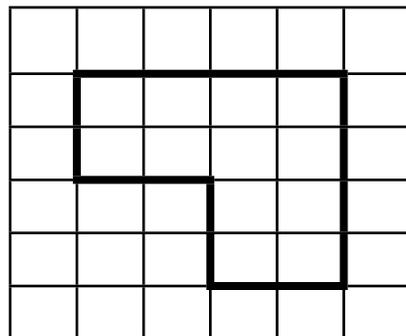
Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
 - round numbers to 10/100
 - add/subtract within 1000 (w/ strategies)
 - multiply 1-digit by a multiple of 10 (10-90)

Mrs. Smith buys 3 instruments. they cost \$199, \$275, and \$385. to the nearest hundred dollars, how much does she pay in all?

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time (to minute), liquid volumes, and masses of objects.
- Represent and interpret data scaled picture, scaled bar graphs and line plots (marked to appropriate units: whole number, half, quarter)
- Geometric measurement: understand concepts of area (as measured with square units) and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.



perimeter= _____ units area = _____ square units

Geometry

Reason with shapes and their attributes such that they recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

Shade $\frac{3}{4}$ of the rectangle.



Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division within 100.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve two-step word problems involving the four operations,
- Identify and explain patterns in arithmetic.

Jenny has 3 packs of orange juice. Each pack has 6 cartons of juice. She has 4 packs of grape juice. Each pack has 6 cartons of juice.

1. How many cartons of juice does Jenny have?
2. How many more cartons of grape juice does Jenny have than orange juice?

Reading



LITERATURE

Key Ideas and details

- Ask and answer questions, explicitly from the text, to demonstrate understanding..
- Retell stories focusing on important events.
- Determine the central message, lesson, or moral of stories. and explain how it is conveyed.
- Describe characters and explain how their actions contribute to the sequence of events.

Craft and Structure

- Describe the meaning of words and phrases, distinguishing from literal and non-literal language.
- Refer to parts of text and describe how each successive part builds on earlier sections .
- Distinguish own point of view from that of characters or narrator.

Integration of Knowledge and Ideas

- Explain how specific aspects of illustrations contribute to what is conveyed from the text..
- Compare and contrast theme, settings, and plots from stories by same author and about same or similar character.

(Follow up to Trouble at the Beaver Pond)

TEXT FEATURES

Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about the mother beaver and her kits.

Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words and phrases below to help you write your summary.

Literal Comprehension

List 3 ways the bear was described.

The bear was...

1. _____
2. _____
3. _____

Interpretation

At the end of the story, why wouldn't the mother beaver let the kits go more than a few feet from the water?

Reflection

What do you think is the most important event in this story?

Tell why you think it is important. _____

GRADE 3 SAMPLE

(excerpt from Stone Fox
by John Reynolds Gardiner)

Little Willy lived with his grandfather on a small potato farm in Wyoming. It was hard work living on a potato farm, but it was also a lot of fun. Especially when Grandfather liked playing.

Like the time Grandfather dressed up as a scarecrow out in the garden. It took little Willy an hour to catch on. Boy, did they laugh.

- Read with sufficient accuracy (97%) and fluency (80-100 WPM) to support comprehension.

INFORMATIONAL

Key Ideas and details

- Ask and answer questions, explicitly from the text, to demonstrate understanding..
- Determine main ideas and recount key details, explaining how they support main idea.

Craft and Structure

- Determine the meaning of general academic and content specific words and phrases relevant to grade 3 subject or topic.
- Use text features and search tools to locate key facts or information
- Distinguish their own point of view from that of author.

Integration of Knowledge and Ideas

- Use information gained in illustrations and in text to demonstrate understanding..
- Compare and contrast the most important points and key details from two texts on

Writing

Using the Writing Process

PLAN

DRAFT

(Opinion, Informational, Narrative)

Topic

Body

Closing

REVISE

Focus on a topic and strengthen writing as needed by revising and editing.

EDIT

Edit for capitals to begin sentences, proper nouns, and titles, sentence punctuation, commas and quotation marks in dialogue, possessives, and spelling of third grade words and spelling patterns.

PUBLISH

Use technology to publish writing.

Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section

Narrative Sample

When my Puppies Ran away
ONE night when the air was warm, my puppies were sleeping on the back porch. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep. I went into the living room. I saw my mom getting ready to walk out the door. I asked "where are you going?" "Just for a drive," she replied. She had a worried expression on her face. I knew something was wrong. I thought maybe if I went outside and played with my puppies, I would forget about mom's worried expression and go to sleep. When I opened the back door I expected my puppies Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come. Now I knew something was wrong. I went and woke up my dad, he said mom got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I remember about that

Write **opinion** pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.



Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

night because I fell asleep. The next day I still worried. I worried all through school. When I got home from me and my mom made a snack for sisters. I asked my mom, "So were are the puppies?" Her eyes started to fill with tears as she answered my question with 3 words, "I don't know," she burst into tears. So did I. She hugged me. If we never find them I am sure they will have a good home. I went outside and sat in mom's rocking chair. I cried some more. Mom came out I got up. She sat down and motioned me by waving her hand to come and sit on her lap. I went over and cried on her shoulder. After dinner that night we went looking for them, we couldn't find them at all. My dad after work each day went to the pound to see if they had picked them up. They didn't at all. I've got over them leaving because mom says we can get 2 new puppies very soon.