

Dear Grade 3 Parent or Guardian,

Each table below represents the general subject areas (Math, Reading, Writing, Science, and Social Studies) that your child is learning in 3rd grade this year. Below the general subject area, the table is divided into the competency areas that correspond with your child’s report card. Each area contains the competency as it is written in the curriculum documents along with “I can” statements that help to define what your child should know and be able to do (content and skills) independently and with accuracy by the end of the year.

Grade 3 Math

Data	Measurement	Number Sense	Geometry	Solving
<p>Competency: Students will demonstrate the ability to represent and interpret data with graphs involving fourths of a unit.</p>	<p>Competency: Students will demonstrate the ability to measure by applying minutes and standard units of mass and volume.</p>	<p>Competency: Students will demonstrate the ability to apply number sense by modeling and comparing fractions.</p>	<p>Competency: Students will demonstrate the ability to reason with two- and three- dimensional shapes in order to measure, compare, categorize, and partition.</p>	<p>Competency: Students will demonstrate the ability to solve arithmetic and algebraic problems by utilizing effective strategies and applying properties of operations to multi-digit whole integers.</p>
<p>By the end of Grade 3...</p> <p>I can draw a scaled pictograph or scaled bar graph to represent a data set using up to six categories.</p> <p>I can gather and record measurement data using whole, half, and quarter inches.</p> <p>I can represent length measurement data with a line plot that has a fractional scale to fourths.</p>	<p>By the end of Grade 3...</p> <p>I can tell and write time to the nearest minute.</p> <p>I can measure duration of time in minutes.</p> <p>I can estimate and measuring a liquid volume in liters.</p> <p>I can estimate and measure the mass of an object using grams or kilograms.</p> <p>I can use a ruler to measure lengths in whole, half, and quarter inches.</p>	<p>By the end of Grade 3...</p> <p>I can identify place value to 100,000.</p> <p>I can round numbers to the nearest 10 or 100, within 100,000.</p> <p>I can multiply single digits by factors of ten in a range of 10-90.</p> <p>I can multiply any two numbers with a product within 100 with ease.</p> <p>I can identify and describe arithmetic patterns in number charts, as well as addition and multiplication tables.</p> <p>I can explain arithmetic patterns using properties of</p>	<p>By the end of Grade 3...</p> <p>I can use attributes to identify shapes.</p> <p>I can recognize rhombuses, rectangles, and squares as being quadrilaterals.</p> <p>I can draw quadrilaterals other than rhombuses, rectangles, and squares.</p> <p>I can partition shapes into equal parts with equal areas.</p> <p>I can express the area of a part of a shape as a unit fraction.</p>	<p>By the end of Grade 3...</p> <p>I can solve word problems involving measurement quantities (mass and volume), time (in minutes), perimeter and area.</p> <p>I can solve a 1- or 2-step “how many more” or “how many less” problem using information presented in a pictograph or bar graph.</p> <p>I can find the area of a rectangular figure.</p> <p>I can find the perimeter of a polygon given side lengths, or the unknown sides of a polygon given the perimeter.</p> <p>I can fluently add and subtract within 1000.</p>

		<p>operations. I can identify the numerator and denominator.</p> <p>I can identify the value of a fraction by its numerator and denominator.</p> <p>I can locate fractions and equivalent fractions on a number line.</p> <p>I can partition a whole into equal parts representing a fraction.</p> <p>I can recognize and generate equivalent fractions.</p> <p>I can compare the value of fractions using $>$, $<$, or $=$.</p> <p>I can explain why two fractions are equivalent using a visual fraction model.</p> <p>I can justify the result of a comparison of two fractions with line numerators and denominators.</p>		<p>I can fluently multiply (0-9) with automaticity.</p> <p>I can multiply any two whole numbers with a product within 100 with ease.</p> <p>I can explain the relationship between multiplication and division.</p> <p>I can interpret a multiplication fact as the sum of equal groups.</p> <p>I can describe the total number of objects in a rectangular array using multiplication.</p> <p>I can explain division as a set of objects partitioned into an equal number of shares.</p> <p>I can apply the commutative, associative and distributive properties to decompose, regroup, and/or reorder factors to make it easier to multiply two or more factors.</p> <p>I can interpret quotients in division.</p> <p>I can turn a division problem into a multiplication problem with an unknown factor and determine the unknown.</p> <p>I can divide whole numbers that do not result in remainders, for divisors within 100.</p> <p>I can represent multiplication and division word problems using drawings, and equations</p>
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				<p>with unknowns in all positions.</p> <p>I can decide if answers are reasonable using mental math and estimation strategies including rounding.</p> <p>I can choose the correct operation(s) to perform for computation in order to solve two-step word problems. I can write equations using a letter for the unknown number.</p> <p>I can use models to show and explain whole numbers as fractions.</p>
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Grade 3 Reading

Narrative	Information	Point of View	Speaking & Listening	Fundamentals & Fluency
<p><u>Competency:</u> Students will demonstrate the ability to recount explicit details and analyze character development in order to make meaning of text.</p>	<p><u>Competency:</u> Students will demonstrate the ability to recount the main idea and key details of two texts as a means for comparing the relationship between events, ideas, or concepts.</p>	<p><u>Competency:</u> Students will demonstrate the ability to distinguish their point of view from that of others in order to make meaning of text.</p>	<p><u>Competency:</u> Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</p>	<p><u>Competency:</u> Students will demonstrate the ability to read and interpret complex text for pleasure, enrichment, and information.</p>
<p>By the end of Grade 3...</p> <p>I can ask and answer questions to demonstrate understanding, referring explicitly to the story.</p> <p>I can recount a variety of stories; determine the central message, lesson, or moral and explain how it is conveyed.</p> <p>I can describe characters in a story and explain how their actions contribute to the</p>	<p>By the end of Grade 3...</p> <p>I can ask and answer questions to demonstrate understanding of a text, referring explicitly to a text.</p> <p>I can determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>I can use language that pertains to time, sequence, and</p>	<p>By the end of Grade 3...</p> <p>I can distinguish my own point of view from that of the narrator or characters.</p> <p>I can distinguish my own point of view from that of the author of a text.</p>	<p>By the end of Grade 3...</p> <p>I can follow agreed-upon rules for discussions.</p> <p>I can prepare for group discussions (having read or studied required material in diverse formats).</p> <p>I can link their comments to the remarks of others.</p> <p>I can ask and answer questions</p>	<p>By the end of Grade 3...</p> <p>I can decode increasingly difficult multi-syllable words by identifying syllable patterns.</p> <p>I can identify the meanings of grade-level appropriate affixes and infer how they affect the meanings of root words.</p> <p>I can use a known root word as a clue to the meaning of an</p>

<p>sequence of events.</p> <p>I can determine the meaning of words and phrases distinguishing literal from nonliteral language.</p> <p>I can refer to parts of text using relevant terms to describe how each part builds on earlier sections.</p> <p>I can distinguish point of view of the narrator or characters.</p> <p>I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>cause/effect to describe the relationship between events, ideas, concepts, or steps in a text.</p> <p>I can determine the meaning of general and content-specific words and phrases in a text.</p> <p>I can use various text features and search tools to locate information relevant to a given topic.</p> <p>I can distinguish my point of view from that of the author of a text.</p> <p>I can use information gained from the text and illustrations to demonstrate understanding.</p> <p>I can describe the connection between particular sentences and paragraphs in a text.</p> <p>I can compare and contrast the most important points and key details presented in two texts on the same topic.</p>		<p>to confirm their understanding of information presented.</p> <p>I can create engaging audio-recordings, adding visual displays when appropriate.</p> <p>I can speak clearly, at an understandable pace.</p> <p>I can remain on-topic during discussions, explaining their own ideas and understandings in light of the discussion.</p>	<p>unknown word with the same root word.</p> <p>I can decode words with common Latin suffixes, and identifying the meaning of those words.</p> <p>I can read grade-level irregularly spelled sight words with automaticity.</p> <p>I can read grade-level text with accuracy, appropriate rate, and expression.</p> <p>I can use sentence-level context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>I can consult using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords/phrases.</p>
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Grade 3 Writing

Narrative	Information	Point of View	Fundamentals & Fluency
<p>Competency: Students will demonstrate the ability to tell a sequenced story using characters' thoughts and actions in order to develop real or imagined experiences.</p>	<p>Competency: Students will demonstrate the ability to communicate information using key details which support the main idea in order to share new knowledge.</p>	<p>Competency: Students will demonstrate the ability to defend an opinion by organizing related ideas in order to persuade others.</p>	<p>Competency: Students will demonstrate the ability to write routinely, using a variety of formats, in order to communicate effectively for the audience, task, and time frame.</p>
<p>By the end of Grade 3...</p> <p>I can write descriptive narratives that:</p> <ul style="list-style-type: none"> ● are in sequential order to 	<p>By the end of Grade 3...</p> <p>I can write informative texts that:</p> <ul style="list-style-type: none"> ● convey clear ideas. 	<p>By the end of Grade 3...</p> <p>I can write opinion pieces that include:</p> <ul style="list-style-type: none"> ● a clear introduction. 	<p>By the end of Grade 3...</p> <p>I can select a writing structure to match task, purpose, and/or audience.</p>

<p>develop real or imagined experiences.</p> <ul style="list-style-type: none"> ● establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ● use dialog and descriptions of actions, thoughts, and feelings to develop experiences and events, or show the response of characters to situation. ● use temporal words and phrases to signal event order and provide a sense of closure <p>I can, with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>I can with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>I can, with guidance and support from adults and peers, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● introduce a topic, grouping related information. ● develop the topic with facts, definitions and details. ● use linking words and phrases to connect ideas within categories of information provide a concluding statement or section. <p>I can, with guidance and support from adults and peers, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>I can, with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>I can, with guidance and support from adults and peers, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>I can conduct short research projects to build knowledge about a topic.</p> <p>I can take and sort notes from recall, experiences or gathered information.</p>	<ul style="list-style-type: none"> ● a stated opinion. ● an organizational structure that lists reasons. ● the use of linking words and phrases to connect opinion and reason. ● a clear conclusion. <p>I can, with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>I can, with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>I can, with guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p>I can choose words and phrases for effect.</p> <p>I can produce simple, compound, and complex sentences.</p> <p>I can recognize and observe differences between the conventions of spoken and written standard English.</p> <p>I can form and use regular and irregular plural nouns.</p> <p>I can use abstract nouns (e.g., childhood).</p> <p>I can form and use regular and irregular verbs.</p> <p>I can form and use the simple verb tenses.</p> <p>I can ensure subject-verb, pronoun-antecedent agreement.</p> <p>I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>I can use coordinating and subordinating conjunctions.</p> <p>I can capitalize appropriate words in titles.</p> <p>I can use commas in addresses.</p> <p>I can use commas and quotation marks in dialogue.</p> <p>I can form and use possessives.</p> <p>I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p>
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			I can use spelling patterns and generalizations when writing words.
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Grade 3 Science*

*For the 2018-2019 school year, Science competencies will be reported through the students ability to observe and measure, investigate and analyze, and develop, validate or refine models. A written statement from your child's teacher will specify which topic related to Earth, Life or Physical Science was focused on in the trimester.

Earth & Space Science	Life Science	Physical Science
<p>Competency: Students will demonstrate the ability to analyze causal relationships using regional weather conditions in order to predict patterns of change.</p>	<p>Competency: Students will demonstrate the ability to analyze data using characteristics of habitats in order to explain change.</p>	<p>Competency: Students will demonstrate the ability to analyze patterns using interactions of objects and magnetic forces in order to predict cause and effect.</p>
By the end of grade 3...	By the end of grade 3...	By the end of grade 3...
<p><u>Observe and Measure</u> I can collect and interpret my own data of regional weather patterns.</p> <p><u>Investigate and Analyze</u> I can determine what data to collect for analysis.</p> <p><u>Develop, validate, or refine models</u> I can predict regional weather patterns, using my data.</p>	<p><u>Observe and Measure</u> I can collect and interpret my own data of characteristics of habitats.</p> <p><u>Investigate and Analyze</u> I can evaluate how an organism's characteristics are a result of their environment.</p> <p><u>Develop, validate, or refine models</u> I can construct my own argument to explain change and support it with evidence.</p>	<p><u>Observe and Measure</u> I can collect and interpret my own data of interactions of objects and magnetic forces.</p> <p><u>Investigate and Analyze</u> I can analyze how an unbalanced force creates motion in objects.</p> <p><u>Develop, validate, or refine models</u> I can predict cause and effect, using my data.</p>

Grade 3 Social Studies*

*For the 2018-2019 school year, Social Studies competencies will be reported through a single performance indicator on the elementary report card. A written statement from your child's teacher will specify which topic(s) were focused on in each trimester.

Civics	Economics	Geography	History-Change Over Time	Historical Perspective
<p>Competency: Students will demonstrate the ability to identify the basic features of government in order to explain the social and political systems in New Hampshire.</p>	<p>Competency: Students will demonstrate the ability to identify the flow of money in a business transaction in order to explain economic decision making.</p>	<p>Competency: Students will demonstrate the ability to explain the reciprocal relationships among human and physical systems by using maps and describing environmental, historical, economic, and cultural characteristics.</p>	<p>Competency: Students will demonstrate the ability to identify causal relationships in order describe change over time</p>	<p>Competency: Students will demonstrate the ability to describe significant milestones in New Hampshire history in order to explain historical perspective.</p>
By the end of Grade 3...	By the end of Grade 3...	By the end of Grade 3...	By the end of Grade 3...	By the end of Grade 3...
I can distinguish the responsibilities and powers of	I can explain the role of money in making exchange easier.	I can construct maps and other graphic representations of both	I can explain probable causes and effects of events and	I can create and use a chronological sequence of

<p>government officials at various levels and branches of government and in different times and places.</p> <p>I can explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>I can apply civic virtues and democratic principles in school settings.</p> <p>I can use deliberative processes when making decisions or reaching judgments as a group.</p> <p>I can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p> <p>I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p> <p>I can illustrate historical and contemporary means of changing society.</p>	<p>I can explain how profits influence sellers in markets.</p>	<p>familiar and unfamiliar places.</p> <p>I can explain how culture influences the way people modify and adapt to their environments.</p> <p>I can explain how the cultural and environmental characteristics of places change over time.</p> <p>I can describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>I can explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<p>developments.</p>	<p>related events to compare developments that happened at the same time.</p> <p>I can explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>I can explain connections among historical contexts and people's perspectives at the time.</p> <p>I can describe how people's perspectives shaped the historical sources they created. I can summarize how different kinds of historical sources are used to explain events in the past.</p> <p>I can compare information provided by different historical sources about the past.</p> <p>I can infer the intended audience and purpose of a historical source from information within the source itself.</p> <p>I can generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>
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Grade 3 FLES

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<u>Competency:</u> Students will demonstrate	<u>Competency:</u> Students will demonstrate the			

the ability to exchange information, concepts, and ideas with a variety of speakers in order to interact with cultural competence and understanding.	ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding.	ability to present information, concepts, and ideas to an audience of readers in order to communicate with cultural competence and understanding.	ability to interpret information from a variety of authentic audio resources in order to connect with diverse cultural perspectives.	ability to interpret information from a variety of authentic print resources in order to connect with diverse cultural perspectives.
<p>By the end of Grade 3...</p> <p>I can use practiced vocabulary from a <i>limited</i> range of topics.</p> <p>I have basic control of practiced word order and usage.</p> <p>I have basic control of practiced grammar, word order, and usage.</p> <p>I can speak slowly, but at a consistent rate, with hesitations.</p> <p>I can use words, lists, and memorized phrases in simple and some compound sentences.</p> <p>I can respond to basic direct questions and ask a few formulaic questions to maintain the conversation.</p>	<p>By the end of Grade 3...</p> <p>I can use practiced vocabulary from a <i>limited</i> range of topics.</p> <p>I have basic control of practiced grammar, word order, and usage.</p> <p>I can speak slowly, but at a consistent rate, with hesitations.</p> <p>I can use words, lists, and memorized phrases in simple and some compound sentences.</p> <p>I can present and support a topic with limited details and/or descriptions.</p> <p>I can express my likes and dislikes on familiar topics.</p>	<p>By the end of Grade 3...</p> <p>I can use practiced vocabulary from a <i>limited</i> range of topics.</p> <p>I have basic control of practiced grammar, word order, and usage.</p> <p>I can use words, lists, and memorized phrases in simple and some compound sentences.</p> <p>I can present and support a topic with limited details and/or descriptions.</p> <p>I can express my likes and dislikes on familiar topics.</p>	<p>By the end of Grade 3...</p> <p>I can identify some parts of the main idea(s) of the audio source.</p>	<p>By the end of Grade 3...</p> <p>I can identify all key words appropriately with context of the text.</p> <p>I can identify the complete main idea(s) of the text.</p>