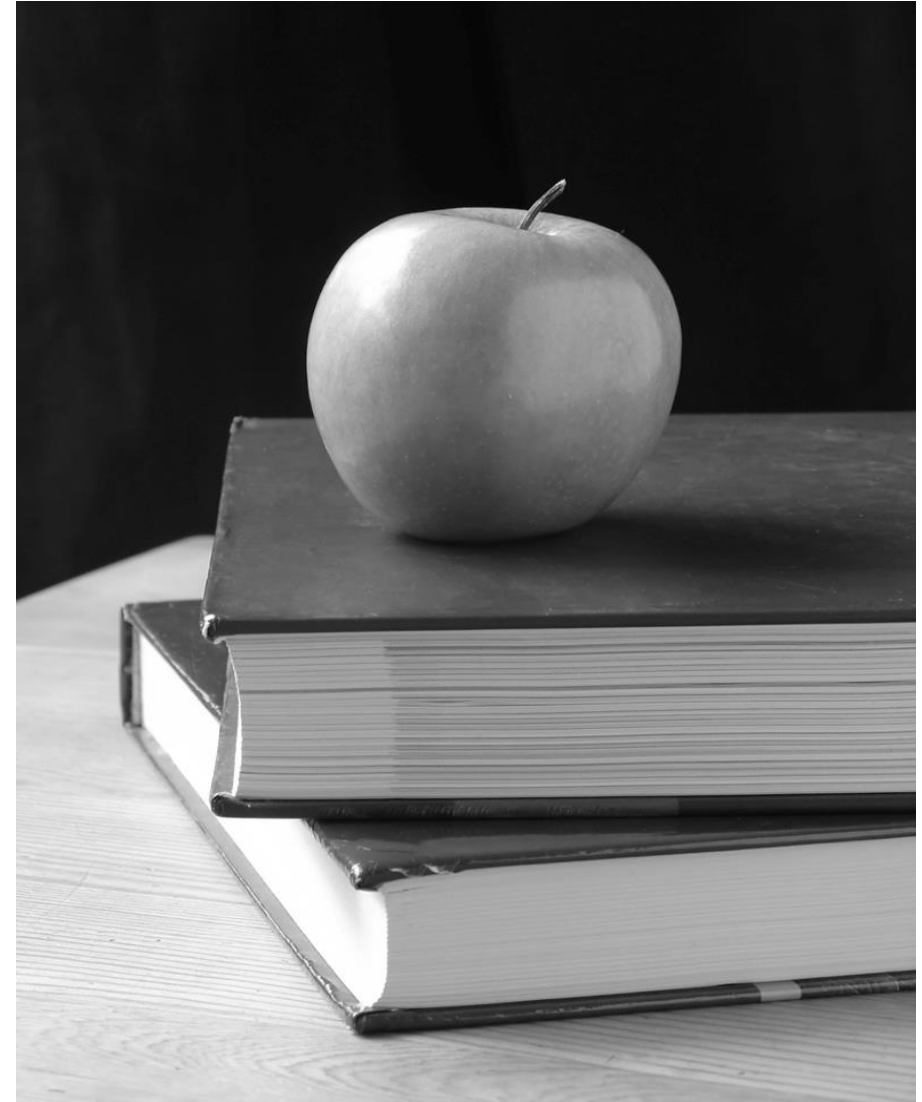# STUDENT OUTCOMES

GRADE 3

Literacy ● Numeracy

Grade 3 Literacy Blueprint

	Reading *Recommended Lexile Range 500L-800L*	Vocabulary	Writing and Oral/Written Conventions	Research
Students will be able to:	• Read a variety of fiction and nonfiction grade-level texts with sufficient accuracy and fluency (prosody) to support comprehension • Make inferences and support with evidence from the text to demonstrate understanding • Understand how the characters respond as the plot develops and changes • Determine the central idea or theme of a variety of texts • Summarize and make comparisons across texts • Determine an author's point of view or purpose and explain how it is presented	• Determine the meaning of grade-level academic words using affixes, knowing that they change the meaning of root words • Determine word meanings using a variety of strategies including context clues and structural analysis • Demonstrate understanding of word relationships and nuances in word meanings • Effectively use reference materials (dictionary, glossary, etc.) to determine word meanings • Increase vocabulary knowledge through independent reading • Become word-conscious (how words work and ways they can be used in and away from school)	• Write opinion pieces on topics or texts, supporting a point of view with reasons • Write in a variety of modes (narrative, expository/informative, persuasive) for various audiences • Choose and incorporate an appropriate organizational pattern based on audience and purpose • Determine a topic or thesis and appropriate supporting details • Plan writing using graphic organizers and apply effective revising and editing strategies before publishing • Use correct capitalization, usage, punctuation, and spelling (CUPS) in writing • Write legibly and spell correctly	• Generate research topics from personal interests • Gather/collect information on topics from multiple valid and reliable resources • Develop open-ended questions related to the topic, take notes and cite valid sources • Utilize strategies to avoid plagiarism • Develop a topic sentence and compile information from multiple sources to support conclusions • Present information using format determined by classroom teacher
The teacher will support by:	• Monitoring fluency using fluency probes (weekly or bi-monthly), using Paired/Partner readings, Readers Theater, Choral readings, and Repeated readings to improve fluency and comprehension • Providing appropriate graphic organizers to support comprehension and analysis • Using think-alouds to model effective reading skills and comprehension strategies • Reading aloud to model how a fluent reader sounds • Providing daily opportunities for students to read at their independent reading level	• Providing explicit instruction regarding the structural analysis of words (root words, affixes, synonyms, antonyms, homonyms, and multiple meaning words) • Demonstrating multiple strategies to determine word meaning (context clues) • Utilizing interactive word walls, appropriate graphic organizers to promote vocabulary acquisition and retention • Providing instruction that supports word ownership (word-conscious)	• Using the 6+1 Traits of Writing to create a common language of effective writing and to demonstrate what good writing looks like • Utilizing rubrics to assess student writing • Providing mentor texts as a means to model effective writing and grammar usage • Integrating writing and grammar instruction • Integrating writing across content areas	• Providing instruction regarding locating and using valid and reliable sources • Providing instruction on use of reliable resources to gather information • Demonstrating effective note taking strategies (graphic organizers, note cards, etc.) • Providing instruction on strategies to avoid plagiarism (summarizing, paraphrasing, citing sources)
Parents can support by:	• Having books available for children to read at least 20 minutes daily • Reading aloud to your child and encouraging your child to read from a variety of texts • Listening to your child read and periodically stopping to ask questions (who, what, when, where, why, how) • Obtaining a library card and visiting the Houston Public Library frequently • Knowing your child's Lexile range and interests and providing appropriate texts from the public library, websites, etc. • Discussing current events (local, state, national, international) to build "world knowledge"	• Providing access to text and online reference sources (dictionary, thesaurus, etc.) • Encouraging discussion of new and unfamiliar words • Routinely reviewing and reinforcing vocabulary skills learned at school • Playing word games with your child (Scrabble, Jeopardy, Boggle, Scategories, word search and crossword puzzles, etc.)	• Encouraging your child to write in a variety of formats (poems, letters, advertisements, plays, songs, etc.) and share their writing • Providing real-world opportunities for your child to write • Exposing your child to professional language usage	• Providing opportunities to visit the public library, museums and cultural events • Encouraging your child to explore new ideas • Viewing and discussing educational programs with your child

Grade 3 Numeracy Blueprint

	Number, Operations, & Quantitative Reasoning	Patterns, Relationships, & Algebraic Thinking	Geometry & Spatial Reasoning	Measurement	Probability & Statistics	Underlying Processes & Mathematical Tools
Students will be able to:	• Develop an understanding of the base-ten place value system up to 999,999 • Determine the value of sets of coins and bills • Use a variety of manipulatives, construct concrete models of fractions with denominators of 12 or less and use concrete models to make comparisons • Name fractions using words and symbols • Model addition and subtraction using pictures, words, and numbers and select addition or subtraction to solve problems with whole numbers through 999 • Learn and apply multiplication facts up to 12 x 12 using concrete models and solve and record multiplication problems up to 2 digit by 1 digit • Use models to solve division problems and record solution using a number sentence • Round numbers to tens and hundreds and use rounding and compatible numbers to estimate solutions to addition and subtraction problems	• Create, identify and extend numerical and geometric patterns • Identify patterns and relationships in related multiplication and division sentences • Generate, identify and describe patterns in a list of related number pairs based on real-life situations • Identify patterns in multiplication facts using concrete objects, pictorial models, or technology	• Identify and compare two and three-dimensional shapes by their attributes • Identify congruent two-dimensional objects in various orientations • Create and identify lines of symmetry in two-dimensional figures • Locate and name points on a number line using whole numbers and fractions	• Use standard linear measurement tools to estimate and measure lengths and find perimeter • Use concrete and pictorial models of square units to determine the area of two-dimensional surfaces • Use concrete models that approximate standard units to measure volume, capacity and weight • Read a thermometer in Fahrenheit to tell the temperature • Read and write time on a clock	• Collect, organize and record data in pictographs and bar graphs • Interpret information from pictographs and bar graphs • Use data to describe events as more likely, less likely or equally likely	• Use tools such as real objects, manipulatives, and technology to solve problems • Explain and record observations and solutions using real objects, manipulatives, and technology to solve problems • Use a problem solving process that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness • Justify thinking using objects, pictures, numbers and, technology
Schools will support by:	• Providing experiences using base-ten materials to build, represent and operate with whole numbers • Providing experiences using concrete models to represent fractional parts • Providing opportunities to use tools such as real objects, manipulatives, and technology to solve problems	• Providing experiences using concrete materials, pictorial models and technology to solve problems • Providing experiences to create lists of paired numbers that represent observed relationships of patterns	• Providing concrete models of solid and plane figures • Providing experiences for students to create two and three dimensional objects with various materials (concretely and pictorially) • Providing experiences to learn geometric word meanings with pictures • Providing experiences for students to create number lines, read values on number lines and describe the relationships of the values	• Providing experiences for students to estimate before making measurements • Providing experiences measuring objects of various sizes • Providing experiences with geared clocks to read and set various times • Providing experiences using standard units of measure and units that approximate standard units	• Providing experiences for children to collect and organize data to create bar or picture graphs • Providing experiences to predict outcomes using objects such as spinners and number cubes	• Providing opportunities for students to explain solutions to problems orally and in written form • Providing experiences for small group activities and individual that are open-ended • Providing experiences with using the Problem Solving Board to organize problem solving
Parents can support by:	• Looking for everyday items arranged in groups and arrays that students can connect to multiplication • Activities that require sharing equally or measuring out that students can connect to division situations • Talking to students about what numbers are used for, including street addresses and apartment numbers • Playing simple games with playing cards such as "Race to 100, Race to 1,000"	• Looking for and identify various patterns in child's environment • Reading literature that includes patterns • Helping your child find patterns in their environment through architecture, pictures, movement, and in reoccurring events such as the days of the week or the seasons of the year	• Cutting a sandwich into parts and arrange it to form a new figure to serve • Making structures and designs using blocks and crafts tools • Paper folding art activities to find lines of symmetry • Using a ruler to make connections with numbers on a number line and fractions on a number line	• Using opportunities to look at the dimensions of objects like rugs and electronics when shopping • Setting time limits like, "You can play for 30 minutes before coming in for dinner." • Displaying analog clocks in the home • Using scales at the grocery store to measure produce being purchased • Using household items to compare which holds the most by filling it with water, beans, rice, etc.	• Taking survey of family members to collect data and create graphs • Looking at the colors of candy in a bag and predict which color is more likely to be picked without looking • Finding and play online games and activities which use probability	• Giving your child a budget and allow him/her to plan a birthday party • Inviting your child to figure out solutions to everyday problems and discuss multiple ways to arrive at a solution