
MATH

NUMBER SENSE

- I can read, write and compare numbers up to 10,000.
- I can identify the value of each digit in a multi-digit number up to 10,000.
- I can efficiently add and subtract numbers up to 1,000 using multiple strategies.
- I can use my understanding of place value to round whole numbers up to 10,000 to the nearest ten, hundred, and thousand.
- I can fluently solve multiplication facts for products up to 100.
- I can solve word problems up to 100 using different strategies.
- I can apply different strategies to multiply and divide.
- I understand properties of zero and one in multiplication and division.
- I use the relationship between multiplication and division to compute and check results.
- I can represent common fractions as equal parts of a whole, parts of a set, or points on a number line.
- I understand that 25¢ is $\frac{1}{4}$, 50¢ is $\frac{1}{2}$ and 10¢ is $\frac{1}{10}$ and 1¢ is $\frac{1}{100}$ of a dollar.
- I can compare and order two fractions with the same numerator or denominator.
- I understand two fractions as equivalent if they are the same size or at the same point on a number line.
- I understand that comparing two fractions is only valid when these fractions refer to the same whole.
- I can identify simple equivalent fractions.
- I can explain why fractions are equivalent by using visual fraction models, number lines and rulers.

ALGEBRA AND FUNCTIONS

- I can solve two-step word problems using multiplication, division, addition and subtraction.
- I can represent word problems using equations with a letter standing for an unknown number.
- I can use mental computation and estimation to check if my answers are reasonable.
- I can recognize, create and extend linear patterns using addition, subtraction, multiplication and division with a given rule.
- I can solve simple problems involving two relationships between two quantities.

MEASUREMENT AND GEOMETRY

- I can solve problems involving perimeters of polygons with known and unknown side lengths.
- I can compare rectangles with the same perimeters and different areas or with the same area and different perimeters.
- I understand area as a characteristic of a two-dimensional figure and can solve problems involving area.
- I can identify, describe, and classify polygons.
- I can identify attributes of isosceles, equilateral, and right triangles.
- I can identify attributes of parallelograms, rectangles and squares.

STATISTICS AND PROBABILITY

- I can record the possible outcomes for a simple event and keep track of the outcomes when the event is repeated many times.
- I can summarize and display the results of probability experiments in a clear and organized way.



Third Grade Core Standards

"In Juneau we are all partners in providing each student with the skills, knowledge and attitudes to be a contributing citizen in a changing world."



Juneau School District

READING

PHONICS

- I can read multi-syllable words using common sound spellings and prefixes and suffixes.

VOCABULARY

- I can use context clues, word parts and resource materials to determine the meaning of words and phrases in text.
- I can use the meaning of root words, prefixes, and suffixes to understand the meaning of words.

FLUENCY

- I can fluently read third grade text.
- I can read third grade sight words

COMPREHENSION

Summarize

- I can summarize fictional text by including key details and explaining how they support the main idea.
- I can identify the main idea and key details of a non-fiction text.

Question

- I can ask and answer literal, inferential and open-ended questions.
- I can provide evidence from text to support my responses.

Synthesize

- I can apply prior knowledge and information from a text to predict, infer, and draw conclusions.
- I can predict and infer connections between two or more events or concepts in text.

Non-Fiction Text Features

- I can use non-fiction text to read and locate information.

Compare and Contrast Texts

Fiction

- I can compare and contrast story elements of two fictional books.

Non-fiction

- I can compare and contrast the main idea and key details between two non-fiction texts on the same topic.

Monitor

- I can self-monitor accuracy and comprehension by adjusting rate, reading on, rereading, analyzing multi-syllable words, and visualizing what I'm reading.



WRITING

PERSUASIVE

- I can write persuasive pieces on topics or texts, supporting my point of view with reasons.

EXPOSITORY

- I can write expository texts about a topic and share ideas and information clearly.

NARRATIVE

- I can write narrative pieces about real or imagined experiences and events using descriptive details and clear event sequences.

DEVELOPMENT/ORGANIZATION

- I can produce a well-developed and organized piece of writing for different purposes.

WRITING PROCESS

- I can develop and strengthen writing as needed by planning, drafting, conferencing, revising, and editing for possible publishing.

TECHNOLOGY

- I can use appropriate technology to produce and publish writing.

CONVENTIONS/GRAMMAR

- I can use grade level conventions of Standard English grammar when writing or speaking.

CONVENTIONS: SPELLING/PUNCTUATION

- I can use grade level conventions of capitalization, punctuation, spacing, and spelling when writing.

HANDWRITING

- I can write neatly and correctly, using manuscript and/or cursive.

RESEARCH TO BUILD KNOWLEDGE

- I can gather information from experiences, print, and digital sources.

ORGANIZE AND PRESENT INFORMATION

- I can take brief notes from sources and sort evidence into categories.

ROUTINE OF WRITING

- I can develop a routine habit of independent writing appropriate to the task, purpose and audience.

