

3rd Grade Dual Language Reporting Standards for 2020-2021

| <i>Process Standards</i> | <i>Tri 1</i> | <i>Tri 2</i> | <i>Tri 3</i> |
|---|--------------|--------------|--------------|
| Is focused and engaged in learning. | | | |
| Demonstrates responsibility by completing assigned tasks in a timely manner. | | | |
| Demonstrates perseverance with a variety of tasks. | | | |
| <i>Literacy: Reading</i> | <i>Tri 1</i> | <i>Tri 2</i> | <i>Tri 3</i> |
| English and Spanish - Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text. | | | |
| English and Spanish - Determines the theme or main idea of a text using key details as support. | | | |
| English and Spanish - Describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. | | | |
| English and Spanish - Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | | |
| English and Spanish - Determines the meaning of words and phrases as they are used in fiction and nonfiction texts. | | | |
| English - Reads and comprehends grade-level texts with accuracy and fluency. | | | |
| Spanish - Reads and comprehends grade-level texts with accuracy and fluency. | | | |
| <i>Literacy: Writing</i> | <i>Tri 1</i> | <i>Tri 2</i> | <i>Tri 3</i> |
| English and Spanish - Organizes and produces narrative writing to match audience and purpose. | | | |
| English and Spanish - Organizes and produces informational writing to match audience and purpose. | | | |
| English and Spanish - Organizes and produces opinion writing to match audience and purpose. | | | |
| English - Strengthens writing through revision including conventions and grade appropriate spelling. | | | |
| Spanish - Strengthens writing through revision including conventions and grade appropriate spelling. | | | |
| <i>Literacy: Speaking and Listening</i> | <i>Tri 1</i> | <i>Tri 2</i> | <i>Tri 3</i> |
| English and Spanish - Engages effectively in a range of collaborative discussions. | | | |
| English and Spanish - Asks and answers questions about information from a speaker and responds appropriately. | | | |
| English - Reports orally on a topic, text, or experience while speaking clearly, using facts and details related to the topic. | | | |
| Spanish - Reports orally on a topic, text, or experience while speaking clearly, using facts and details related to the topic. | | | |
| <i>Literacy: Language</i> | <i>Tri 1</i> | <i>Tri 2</i> | <i>Tri 3</i> |
| English - Applies grade-appropriate spelling patterns and generalizations. | | | |
| <i>Math: Operations and Algebraic Thinking</i> | <i>Tri 1</i> | <i>Tri 2</i> | <i>Tri 3</i> |
| Represents multiplication problems from a variety of strategies and solves. | | | |
| Represents division problems from a variety of strategies and solves. | | | |
| Multiplies fluently within 100. | | | |
| Divides fluently within 100. | | | |
| Represents and solves word problems involving addition, subtraction, multiplication, or division. | | | |

3rd Grade Dual Language Reporting Standards for 2020-2021

| Math: Numbers and Operations in Base 10 | Tri 1 | Tri 2 | Tri 3 |
|---|--------------|--------------|--------------|
| Adds numbers through 1,000 fluently. | | | |
| Subtracts numbers through 1,000 fluently. | | | |
| Math: Numbers and Operations - Fractions | Tri 1 | Tri 2 | Tri 3 |
| Understands fractions as numbers on a number line. | | | |
| Recognizes, compares, and generates fractions. | | | |
| Math: Geometry and Measurement & Data | Tri 1 | Tri 2 | Tri 3 |
| Solves word problems involving addition and subtraction of time intervals. | | | |
| Creates and interprets data in graphs. | | | |
| Understands and measures using rulers to the nearest fourth of an inch. | | | |
| Determines the area of a given shape. | | | |
| Science | Tri 1 | Tri 2 | Tri 3 |
| Plans and carries out investigations with controlled variables to provide evidence of the effects of balanced/unbalanced forces on the motion of an object. | | | |
| Asks questions to determine cause and effect relationships of electric or magnetic interactions by defining a simple design problem. | | | |
| Uses tables and graphs to explain that different regions have different climates and weather patterns. | | | |
| Makes a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. | | | |
| Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents and traits can be influenced by the environment. | | | |
| Uses evidence to construct an explanation for how variations in characteristics among species and environmental changes cause some organisms to survive well, less well, or not at all. | | | |
| Social Studies | Tri 1 | Tri 2 | Tri 3 |
| Identifies and explains how the four systems work within a community. | | | |
| Social-Emotional Learning | Tri 1 | Tri 2 | Tri 3 |
| Describes socially acceptable behaviors. | | | |
| Describes the steps to setting a goal. | | | |
| Identifies verbal and physical cues that indicate how others may feel. | | | |
| Identifies ways to work effectively with others. | | | |
| Identifies specific steps of decision making. | | | |
| Art | Tri 1 | Tri 2 | Tri 3 |
| Create artwork using a variety of 2D and 3D artistic processes and materials. | | | |
| Music | Tri 1 | Tri 2 | Tri 3 |
| Understands elements and expressive qualities in a variety of musical styles. | | | |
| Accurately reads and performs grade-level appropriate melodic patterns. | | | |
| Accurately reads and performs grade-level appropriate rhythm patterns. | | | |
| PE | Tri 1 | Tri 2 | Tri 3 |
| Safely participates in independent and cooperative physical activities. | | | |