



## Third Grade Standards of Learning

### I. Academic Standards

The following academic standards apply for Third Grade at Wornick Jewish Day School. These standards reference Common Core, California State standards, and Next Generation Science standards. More information on these standards can be found at [www.corestandards.org](http://www.corestandards.org), [www.cde.ca.gov](http://www.cde.ca.gov), and <http://www.nextgenscience.org>.

#### Language Arts

- Language Conventions
  - Applies appropriate grade-level strategies to determine or clarify the meaning of unknown or multiple-meaning words
  - Applies understanding of figurative language in writing and discussion
  - Demonstrates grade-level appropriate command of standard English grammar and conventions when writing
- Reading Nonfiction Text
  - Analyzes purpose of text and author's point of view
  - Comprehends grade level nonfiction material with accuracy
  - Distinguishes claims that are supported by reason and evidence from claims that are not
  - Identifies and uses text features
  - Reads grade level text with accuracy and fluency
  - Refers to key details when describing the main idea of a text
  - Refers to key details when drawing inferences
  - Summarizes texts and main idea
- Reading Fiction Text
  - Analyzes and describes characters in a story
  - Analyzes purpose of text
  - Comprehends fictional grade level material with accuracy
  - Distinguishes their own point of view from that of the characters or narrator
  - Reads grade level material with accuracy
  - Reads grade level material with fluency
  - Refers to key details when describing the main idea of a text
  - Refers to key details when drawing inferences
  - Summarizes texts and main idea

- Writing
  - Applies the writing process (pre-writing, drafting, revising, and editing)
  - Writes informative text that examines a topic and conveys ideas clearly
  - Writes narratives using descriptive details and chronological event sequences
  - Writes opinion pieces on topics or texts, supporting a point of view with reasons
  - Writes persuasive text with supporting evidence
- Listening and Speaking
  - Engages in a range of collaborative discussions, building on the ideas of others and expressing their own clearly
  - Plans and delivers a variety of well-organized oral presentations

## **Mathematics**

- Geometry
  - Explains how concepts of area relate to multiplication
- Measurement and data
  - Measures and estimates volumes and masses in metric units of measurement
  - Solves problems involving measurement and estimation of distance and weight
  - Solves problems involving measurement and estimation of intervals of time
- Numbers and Operations - Fractions
  - Explains how fractions are parts of a whole, using more than one representation
  - Pictorially recognizes and generates simple equivalent fractions
- Number and Operations in base Ten
  - Apply place value concepts and properties of operations to perform multiplication using multiples of 10
- Operations and Algebraic Thinking
  - Divides fluently and mentally with numbers 1-10
  - Explains the relationship between multiplication and division
  - Multiplies fluently and mentally with numbers 1-10
  - Solves problems involving multiplication and division using pictures and equations to show unknown quantity
  - Uses estimation to check for reasonableness of solutions
- Mathematical Practices
  - Apply mathematical ideas to real life (model with mathematics)
  - Attend to precision
  - Construct viable arguments and critique the reasoning of others
  - Look for and express regularity in repeated reasoning
  - Look for and make use of structure (patterns)
  - Make sense of problems and persevere in solving them
  - Use appropriate tools strategically

## **Science**

- Earth Science
  - Make a claim about the merit of a design solution that reduces the impact of a weather related hazard

- Represent data in tables and graphical displays to describe typical weather conditions expected in a given season
- Life Science
  - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a similar group of organisms
  - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death
  - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages
- Physical Science
  - Ask questions to determine cause and effect relationships of electric and magnetic interaction between two objects not in contact with each other
  - Define a simple design problem that can be solved by applying scientific ideas about magnets
  - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object

## **Social Studies**

- Geography
  - Describes how Native American tribes utilized the landforms and natural resources to develop their lifestyles and cultures
  - Describes how natural resources are used in combination with human and capital resources to produce goods and services for society
  - Identifies and describes the specific features of a landforms that develop over time
- Government
  - Explains the basic structure, responsibilities, and services within a city's local government
- Local Settlement
  - Describes how communities are developed by people who are both similar and different from each other
  - Describes how each period of settlement leaves a mark on the land they occupy

## **Peleh Maker Lab**

- Communicates clearly and expresses themselves creatively for a variety of purposes using platforms, tools, styles, and digital media appropriate to their goals
- Develops and employs strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions
- Uses a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- Uses digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## **Hebrew**

- Listening and Speaking
  - Answers questions in Hebrew to demonstrate understanding
  - Conjugates verbs accurately
  - Demonstrates repertoire of vocabulary for grade level
  - Speaks in cohesive sentences
  - Uses grade level expected number of words per sentence
- Reading
  - Follows written instructions
  - Reads aloud text with accuracy and fluency
  - Reads grade level high frequency words
  - Reads sentences with accuracy and fluency according to grade level
- Writing
  - Produces grammatically correct sentences
  - Uses a variety of learned words and phrases in written work

## **Judaic Studies**

- Israel
  - Locates landforms, cities and major landmarks on the map
  - Relates biblical settings to locations in Israel
- Jewish Culture
  - Asks and answers questions about Jewish life
  - Connects concepts from Mitzvot and t'fillot to self
  - Constructs timelines of key events, people, and periods of the historical era
  - Demonstrates comprehension of holiday stories
  - Identifies the central ideas of Mitzvot (commandments and values) as instructions from Torah
  - Identifies important elements of holiday narratives
  - Identifies main ideas of basic t'fillot (prayers)
  - Participates in T'fillah with respect and personal focus
- Torah
  - Compares and contrasts different characters and themes in Torah
  - Contributes personal ideas about the narratives of Isaac and Jacob
  - Draws personal connections with text and biblical characters
  - Identifies names, places, and key words from biblical texts
  - Makes personal connections to biblical narratives
  - Raises questions about the stories of the Isaac and Jacob
  - Retells the biblical narratives of Isaac and Jacob

## **Physical Education**

- Consistently participates in physical education

## **II. Process Goals**

In addition to rigorous academic learning, Wornick emphasizes additional skills that support the whole child and prepare them for high school, college, and beyond, including: organization, critical thinking, growth mindset, collaboration, creativity, public speaking, social-emotional learning, and respect for self and others. The following process goals are a critical component of an education at Wornick Jewish Day School.

### **Demonstration of a Successful Learner**

- Keeps organized
- Exhibits neatness and legibility
- Works independently
- Follows directions
- Follows class rules, routines, and expectations
- Works in a timely manner
- Takes initiative
- Takes responsibility for actions
- Applies constructive feedback

### **Demonstration of an Effective Communicator**

- Respects self, others, and environment
- Collaborates with peers
- Participates in a range of collaborative discussions
- Self advocates
- Demonstrates problem solving skills
- Asks clarifying questions
- Uses technology appropriately