

OASIS Grade 3
Check Lists of Target Based Learning Activities
 English Language Arts, Math, Fine Arts, Fitness/Health
 (Social Studies and Science are in separate documents on the OASIS web site.)

Learning Targets are grouped in topics, not in order of mastery.

English Language Arts
Grade 3

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Foundational Reading Phonics and Word Recognition ■ Know and apply grade-level phonics and decoding. → Identify and know meaning of common prefixes and suffixes → Decode multi-syllable words → Read grade level irregularly spelled words</p> <p>Fluency. ■ Read grade level texts with purpose and understanding → Read grade level texts with accuracy and fluency to demonstrate comprehension. → Read grade level text orally with accuracy, appropriate rate and expression → Use context to confirm or self-correct word recognition and understanding, re-reading as necessary</p>
	<p>Literature Reading (Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Ask and answer questions to demonstrate understanding of a text, refer to specific evidence from text for answers → Recount stories (fables, folktales, myths from diverse cultures) to determine central message, lesson or moral and how it is conveyed through key details in the text → Describe characters in a story (e.g. traits, motivators, feelings) and explain how their actions contributed to the sequence of events</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine meaning of words and phrases and decide if they are literal or nonliteral language → Refer to specific parts of a text (story, poem, drama) with terms such as chapter, scene, stanza → Clarify own point of view and compare to that of a character</p> <p>Integration of Knowledge and Ideas from a Variety of Grade Level Texts ■ Compare and contrast content from various sources on the same topic → Explain how the illustrations contribute to the story (e.g. create mood, emphasize visual aspects of a character or setting) → Compare and contrast two or more themes, settings, and plots of stories by same</p> <p>Range of Reading and Level of Text Complexity ■ Read and comprehend grade-level literary and informational text independently → By the end of the year, demonstrate the ability to read and comprehend literature (stories, poetry) at the third and beginning fourth grade level</p>

	<p>Informational Reading (Non-Fiction) Key Ideas and Details</p> <ul style="list-style-type: none"> ■ Gather key ideas and details from a variety of grade level texts → Ask and answer questions to demonstrate understanding of a text, refer to specific evidence from text for answers → Determine main idea of a text, recount key details and explain how they support the main idea → Describe the relationship between a series of historical events, scientific ideas or concepts, steps, using language to indicate time, sequence and cause/effect <p>Craft and Structure</p> <ul style="list-style-type: none"> ■ Analyze the structure of texts including word meaning and author's purpose → Determine the meaning of words and phrases in third grade text from science and social studies topics → Use text features and search tools (key words, sidebars, hyperlinks) to locate information → Distinguish own point of view from that of an author <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Use images and words from a text to demonstrate understanding of the text → Describe the logical connection between particular sentences and paragraphs in a text (e.g. compare/contrast, cause/effect, first/second/third) → Compare and contrast the most important points from two texts on the same topic <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level literary and informational text independently → By the end of the year, demonstrate the ability to read and comprehend informational texts, including social studies, science and technical texts, at the third and beginning fourth grade level independently and proficiently
	<p>Writing Text Types and Purposes</p> <ul style="list-style-type: none"> ■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write opinion pieces supporting a point of view and reasons: introduce a topic, state the opinion, organize reasons; include linking words (e.g. because, since, for example); provide concluding statement or section → Compose and write to inform/explain; introduce a topic, group related information together; add helpful illustrations, facts, definitions and details; use linking words (e.g. also, another, but); provide concluding statement or section → Compose and write narratives to develop real or imaginary experiences or events; use descriptive details, and clear event sequence; introduce setting and characters; use dialogue and/or descriptions of actions; provide a sense of closure <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions <p>With guidance and support:</p> <ul style="list-style-type: none"> → Develop detailed, well-organized compositions → Plan, compose, revise and edit writing (Edit for conventions to demonstrate command of Language standards) → Use technology to produce and publish compositions (using keyboarding skills) <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ Research to gather information and build knowledge, and assess sources for credibility → Do short research projects that build knowledge about a topic → Gather information from print and digital sources, take brief notes, and sort evidence into categories <p>Range of Writing</p> <ul style="list-style-type: none"> ■ Write routinely over extended and shorter time frames, for a variety of purposes → Write to research, compose, reflect, revise → Write for a variety of assigned tasks, purposes and audiences

	<p>Speaking and Listening Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Engage effectively in collaborative discussions with diverse partners about third grade topics and texts; prepare for discussions; use information gathered to explore topics and ideas; → Follow agreed upon rules (e.g. take turns respectfully, listen to others, speak one at a time, stay on topic) → Ask questions to clarify understanding, clearly explain own ideas → Determine main idea and supporting details of a text read aloud or information presented in diverse media and formats → Ask and answer questions about information from a speaker, offer appropriate elaboration and detail <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Report on a topic, tell a story, or recount an experience with appropriate facts and relevant description, speaking clearly → Create audio or video recordings of stories or poems to demonstrate fluid reading; add visual displays to emphasize facts or details → Speak in complete sentences when appropriate
	<p>Language Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage → Explain function of nouns, pronouns, verbs, adjectives, adverbs → Use accurate plural and abstract nouns (e.g. childhood) → Use regular and irregular verbs and simple verb tenses → Match verb and subject → Use accurate comparative adjectives and adverbs (e.g. big, bigger biggest) → Produce simple, compound and complex sentences → Accurately capitalize words in titles → Use commas in addresses, use commas and quotation marks in dialogue → Use possessives → Use conventional spelling for commonly used words, suffixes and prefixes → Follow patterns and generalizations such as word families, syllable patterns, ending rules → Use dictionaries to check or correct spelling <p>Knowledge of Language</p> <ul style="list-style-type: none"> ■ Use knowledge of language as appropriate for different contexts → Choose words and phrases for effect → Recognize and observe the differences between conventions of spoken and written standard English <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language → With third grade reading and content, use resources and a variety of strategies to learn the meaning of new words (e.g. sentence context, prefixes and suffixes, root words, glossaries, dictionaries) → Demonstrate understanding of word relationships and nuances in meaning; note differences between literal and nonliteral meanings; identify real-life meanings such as <i>helpful, friendly</i>; describe differences between shades of meaning such as <i>knew, believed, suspected, wondered</i> → Accurately use grade appropriate words from social studies and science studies, including those that signal contrast and other relationships such as <i>however, although, nevertheless, similarly etc.</i>

Mathematics
Grade 3

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ■ Represent and solve multiplication and division problems → Explain, e.g. that 5×7 represents the total number of objects in 5 groups of 7 objects each → Explain, e.g. that 56 divided by 8 represents 56 objects partitioned equally into 8 shares → Use multiplication and division within 100 to solve word problems that involve equal groups, arrays, and symbols for the unknown number → Find the unknown number that makes an equation true (e.g. $7 \times ? = 56$) <ul style="list-style-type: none"> ■ Understand properties of multiplication and the relationship between multiplication and division → Apply properties as strategies to multiply and divide (e.g. Commutative, Associative and Distributive properties of multiplication) → Work with division as an unknown factor problem (e.g. 32 divided by 8 means to find the number that makes 32 when multiplied by 8) <ul style="list-style-type: none"> ■ Multiply and divide within 100 → Fluently multiply and divide within 100 using “family of facts” (e.g. $5 \times 8 = 40$, 40 divided by 8 = 5, etc.) → Play with multiplication basic facts using manipulatives, pictures, arrays, word problems; by end of Grade 3, know from memory all products of two one-digit numbers <ul style="list-style-type: none"> ■ Solve problems using all four operations, and explain patterns in arithmetic → Solve two-step word problems, represent problems with equations with a letter for the unknown number. Determine that answers are reasonable. → Identify patterns in arithmetic (e.g. find patterns in multiplication table)
	<p>Number and Operations Fractions</p> <ul style="list-style-type: none"> ■ Develop understanding of fractions as numbers → Explain, with drawings and words, that a fraction is a quantity formed by one part of a partitioned whole → Place fractions in their proper place on a number line → Demonstrate understanding of equivalent fractions on a number line, with drawings, fraction bar (e.g. $1/2 = 3/6$) → Express whole numbers as fractions (e.g. $3 = 3/1$) → Compare two fractions with the same numerator or same denominator using $<$, $>$, and $=$
	<p>Measurement and Data</p> <ul style="list-style-type: none"> ■ Solve problems in measurement and estimation with time, liquid volumes, and mass of objects → Tell and write time to the nearest minute, measure time intervals in minutes, solve word problems with time → Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, liters. Add, subtract, multiply and divide to solve one-step word problems with mass or volume that are given in the same units <ul style="list-style-type: none"> ■ Represent and interpret data → Collect data. Draw a picture graph and a bar graph to represent data with several categories. Answer questions using data in graphs (e.g. “how many more”, “how many less”) → Measure lengths using rulers with halves and fourths of an inch. Show the data on a line plot.

	<ul style="list-style-type: none"> ■ Geometric measurement; concepts of area → Explain area as an attribute of plane figures and describe how area is measured → Explain and demonstrate understanding of square units of area; measure area of a rectangle by counting unit squares → Use multiplication and addition to compute area of a rectangle with whole number measurements in solving real world and mathematical problems → Use tiling as a model to show the distributive property of area; a 10 x 8 rectangle can be seen as two rectangles in several configurations (e.g. 5 x 8 plus 5 x 8; 10 x 6 plus 10 x 2); break a rectangle into smaller parts, find area of each and add to find total
	<p>Geometry</p> <ul style="list-style-type: none"> ■ Reason with shapes and their attributes → Explain that shapes in different categories (e.g. rhombuses, rectangles, etc.) may share attributes (e.g. having four sides), and that shared attributes can define a larger category (e.g. quadrilaterals) → Identify rhombuses, rectangles and square as quadrilaterals, and draw examples of quadrilaterals that do not belong in any of those subcategories → Divide shapes into parts with equal areas; use fractions to identify the part of the whole

**Fine Arts
Grade 3**

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	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> → Learn and use art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts → Examine, create and experience a variety of genres of various artists, cultures and times → Practice appropriate audience behaviors in a variety of arts settings and performances
	<p>Creating, Performing/Presenting and Responding:</p> <ul style="list-style-type: none"> → Use the creative process (e.g. identify audience and purpose, gather information from various sources, use elements and skills of the arts) in a creative work → Self-evaluate and improve as needed; present work in a performance or exhibition; reflect upon work and/or performance and set goals for improvement → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria
	<p>Communicate Through the Arts:</p> <ul style="list-style-type: none"> → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts
	<p>Connecting the Arts to Content, Life, Cultures, Work:</p> <ul style="list-style-type: none"> → Apply art skills, concepts, and vocabulary common among and between the arts and other content areas → Share and apply how the arts impact personal and community choices → Compare and share how artistic presentations and performances reflect cultures and traditions → Identify how arts knowledge, skills and work habits are needed and used in the world of work

**Health and Fitness
Grade 3**

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	<p>Physical Fitness: → Apply motor skills to movement proficiency (e.g. do the triple jump, punt a ball, climb, accurate ball throwing, strike a ball with paddle while walking, perform the chicken dance) → Apply movement concepts to cooperative situations (e.g. play defense/offense, use levels in parachute activities, do a variety of dance movements) → Apply safety rules and proper use of equipment → Participate in group physical activities (e.g. invite everyone to join, discuss rules and procedures) → Pay attention to proper technique to prevent injury → Note fitness can be connected to daily chores (e.g. raking leaves improves coordination) → Classify nutrients and caloric intake (e.g. calcium comes from dairy group, food labels provide information about calories and nutrients); classify food groups in a food journal</p>
	<p>Health and Safety: → Understand various dimensions of health (e.g. anger, sadness, excitement are examples of emotional health) → Make healthy choices (e.g. water instead of soda, going to bed early enough to get a good sleep); → Describe connections between muscular and skeletal systems; label major muscles and bones and their roles in movement → Define virus and bacteria; explain function of immune system → Describe how to stay safe (e.g. from strangers in person and on the phone, how to respond to harassment, bullying, intimidation and abuse); know when to call 911 → Know rules for <i>duck and cover</i> for earthquake → Explain how body reacts to stress (e.g. breathing fast, mouth dry) and identify ways to manage stress → Describe harmful effects of smoking and second-hand smoke; explain how drug abuse affects family and friends</p>
	<p>Health and Fitness in Daily Life: → Describe how to adjust to family changes → Understand how positive health behaviors help the environment (e.g. reduce, recycle and reuse) → Point out ways to get health and fitness information (e.g. library, reliable web sites) → Compare/contrast health and fitness messages in the media for accuracy or exaggeration → Use social skills to promote health and safety (e.g. friends can help each other, communicate respectfully); discuss how to deal with emotions and steps to resolve conflict</p>
	<p>Plan for Health and Fitness: → Set personal goals for healthy changes; create personal health and fitness plan</p>