

McMinnville School District Third Grade

Standards and Curriculum

Sample Grade Level Narrative Writing that Meets Standard

My Lost Kittens

One sunny day, my mom and I took our kittens for a walk around our house. The kittens were very excited because it was their first time. My kittens' names are Flounder and Aerial. Aerial is a girl and Flounder is a boy with a circle on his side. They are both the colors yellow and white.

When we took the kittens outside, we had to be very careful so they would not get loose. Then a car drove by. It scared them and they ran. Their harnesses got loose and they went into the woods. We went inside to put away the harnesses and the leashes. Then we went back outside to look for them in the woods. We looked left and right, but we couldn't find them. We went back home to make signs to put up that said: LOST KITTENS: yellow and white, call 569-9823. We were very sad.

After a few months, still no one could find them. But, when we were looking for them, the kittens were looking for us! They really wanted to find their way home. The kitten asked a cat named Shadow for help. Shadow said, "Your family lives next door, but they are not home they are on vacation." Shadow brought them inside to Theresa. When Theresa saw them, she knew who they lived with. Theresa took care of them until we came home. She called us and said, "I have a surprise for you!!" I thought that she had found our kittens!

When we went over to her house, we followed her up to the bedroom and saw a cage. When she opened the door, we saw our kittens in it. We were so happy that we went right over and unlocked it. The kittens ran out of the cage and over to us. We took them home and thanked Theresa. We were very happy to see them, and they were happy to see us too!

<http://achievethecore.org/page/505/common-core-narrative-writing-list-pg>

Scoring Guide

Exceeds

- All "meets" criteria PLUS
- Uses indented paragraphs to mimic the structure of the graphic organizer (turned in with the writing)

Meets

- There is a clear central message, lesson or moral
- Effectively establishes the situation in the introduction
- Student writes in narrative style
- Student uses an effective sequence of events
- Student uses descriptive details including dialogue, description of actions, thoughts, and feelings
- Student uses temporal words and phrases to signal event order
- Writing provides a sense of closure
- Demonstrates command of conventions including capitals, punctuation and spelling

Nearly Meets

- Meets six-seven of the "Meets" criteria

Beginning

- Meets fewer than six of the "Meets" criteria
- Task to be repeated after re-teaching

Sample 3rd Grade At Level Reading Text

Byars, Betsy. Wanted..Mud Blossom. Dell Publishing, New York, NY. 1991. p.15-16

"I know the best secret about myself in the world," Junior said.

"That's good," Pap answered.

Junior and Pap were on the front porch. Pap was in the rocking chair. Junior stood balancing on the railing, eating a hot dog wrapped in a slice of white bread. Mustard oozed out the end.

Junior's dirty toes curled over the edge of the railing for support. Between bites, his arms waved gently up and down for balance.

"And you'd wish I'd tell you the secret, right?" Junior asked.

"Well . . ."

"You'd give anything to know, right?"

"Well, not anything."

Junior stuffed the last of his hot dog in his mouth, and he lost his balance. He swung his arms around, windmill-like, until he was steady again.

He swallowed his hot dog and went on about his secret. When Junior had a secret, he felt more alive, more special, than at any other time.

"There are two reasons why I can't tell you. One, I'm not supposed to tell you anything that would excite you, Mom says, and—"

"Junior, I had one little heart attack."

"Not a little one, Pap. Remember, I saw it."

"Well, a heart attack. I think I can take the strain of hearing your secret."

"You didn't let me finish," Junior said. "Two, if I told you, it wouldn't be a secret anymore."

Sample 3rd Grade Math Problem Solving

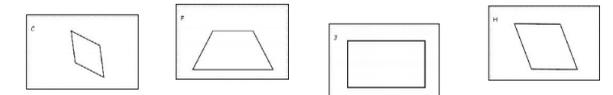
Fractions

Leo and Tom were talking about what they had for dinner the previous evening. Leo said, "My family bought a large pizza and I ate $\frac{2}{4}$ of it." Tom replied, "I ate more than you. My family bought a large pizza and I ate $\frac{4}{8}$ of it." Sarah said, "Tom you didn't eat more pizza than Tom. You ate the same amount." Who is correct? Explain your thinking. Justify your conclusions using a visual fraction model.

Geometry

Choose two quadrilaterals from the set of 2D shape cards.

1. Draw each quadrilateral.
2. Draw two quadrilateral.
3. Explain how the two quadrilaterals are alike and how they are different.
4. Repeat with another pair of quadrilaterals.



Data

1. Draw 6-10 rectangles of different sizes on cm grid paper.
2. Collect data on the length, height, and area of each rectangle and record this information in a table.

Rectangle	Length of Base (b)	Height (h)	Area (A)
A	cm	cm	cm ²
B			
C			

3. Look closely at your data. What is the relationship between the side lengths of a rectangle and its area? Write a rule in your own words for finding the area of a rectangle.

Reading Focus

- Ask and ANSWER questions to DEMONSTRATE understanding of a text, referring explicitly to the text as the basis for the answers.
- USE the information gained from illustrations (e.g., maps, photographs) and the words in a text to DEMONSTRATE understanding of the text (e.g., where, when, why, and how key events occur)
- DESCRIBE characters in a story (e.g., their traits, motivations, or feelings) and EXPLAIN how their actions contribute to the sequence of events.
- ASK and ANSWER questions to DEMONSTRATE understanding of a text, referring explicitly to the text as the basis for the answers
- RECOUNT stories, including fables, folktales, and myths from diverse cultures; DETERMINE the central message, lesson, or moral, and EXPLAIN how it is conveyed through key details in the text
- DESCRIBE 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.
- COMPARE and CONTRAST the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Writing Focus

- WRITE informative/explanatory texts to EXAMINE a topic and CONVEY ideas and information clearly.
- WRITE opinion pieces on topics or texts, supporting a point of view with reasons.
- WRITE narratives to DEVELOP real or imagined experiences or events USING effective technique, descriptive details, and clear event sequences.
- CONDUCT short research projects that BUILD knowledge about a topic.
- DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking & Listening Focus

- DETERMINE the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ENGAGE effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Math Focus

Multiplication/Division

- INTERPRET products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each
- INTERPRET whole-number quotients of whole numbers
- USE multiplication and division within 100 to SOLVE word problems in situations involving equal groups, arrays, and measurement quantities
- DETERMINE the unknown whole number in a multiplication or division equation relating three whole numbers
- APPLY properties of operations as strategies to multiply and divide
- UNDERSTAND division as an unknown-factor problem
- Fluently MULTIPLY and DIVIDE within 100, using strategies such as the relationship between multiplication and division
- IDENTIFY arithmetic patterns and EXPLAIN them using properties of operations
- SOLVE two-step word problems using the four operations. REPRESENT these problems using equations with a letter standing for the unknown quantity

Measurement

- TELL and WRITE time to the nearest minute and MEASURE time intervals in minutes
- MEASURE and ESTIMATE liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
- RECOGNIZE area as an attribute of plane figures and UNDERSTAND concepts of area measurement
- MEASURE areas by counting unit squares
- RELATE area to the operations of multiplication and addition

Fractions

- UNDERSTAND a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts
- UNDERSTAND a fraction as a number on the number line; REPRESENT fractions on a number line diagram
- EXPLAIN equivalence of fractions in special cases, and COMPARE fractions by reasoning about their size

8 Mathematical Practices

#1 Make sense of problems and persevere in solving them

Understand the problem, find a way to attack it, and work until it is done. The hardest part is pushing students to solve tough problems by applying what they already know and to monitor themselves when problem-solving.

#2 Reason abstractly and quantitatively

If students have a problem, they should be able to break it apart and show it symbolically, with pictures, or in any way other than the standard algorithm.

#3 Construct viable arguments and critique the reasoning of others

Be able to talk about math, using mathematical language, to support or oppose the work of others.

#4 Model with mathematics

Use math to solve real-world problems, organize data, and understand the world around you.

#5 Use appropriate tools strategically

Students can select the appropriate math tool to use and use it correctly to problems. In the real world, no one tells you that it is time to use the meter stick instead of the protractor.

#6 Attend to precision

Students speak and solve mathematics with exactness and meticulousness.

#7 Look for and make use of structure

Find patterns and repeated reasoning that can help solve more complex problems.

#8 Look for and express regularity in repeated reasoning

Keep an eye on the big picture while working out the details of the problem.