

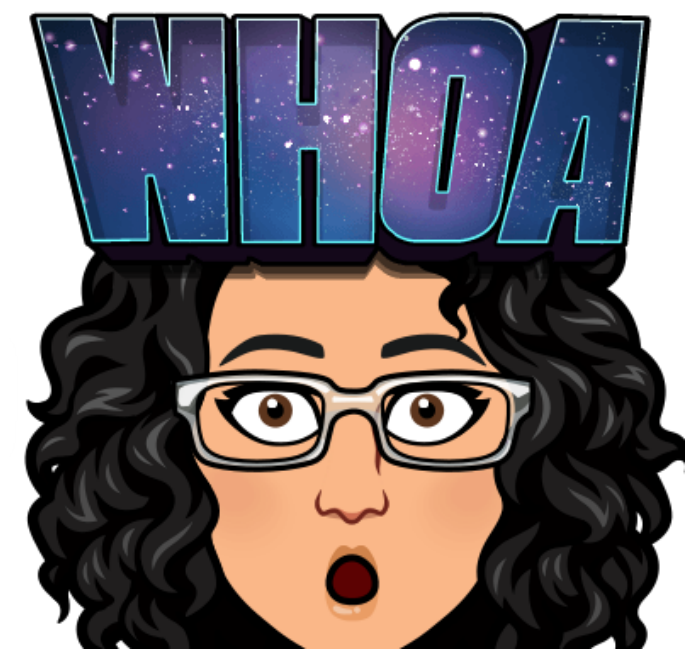
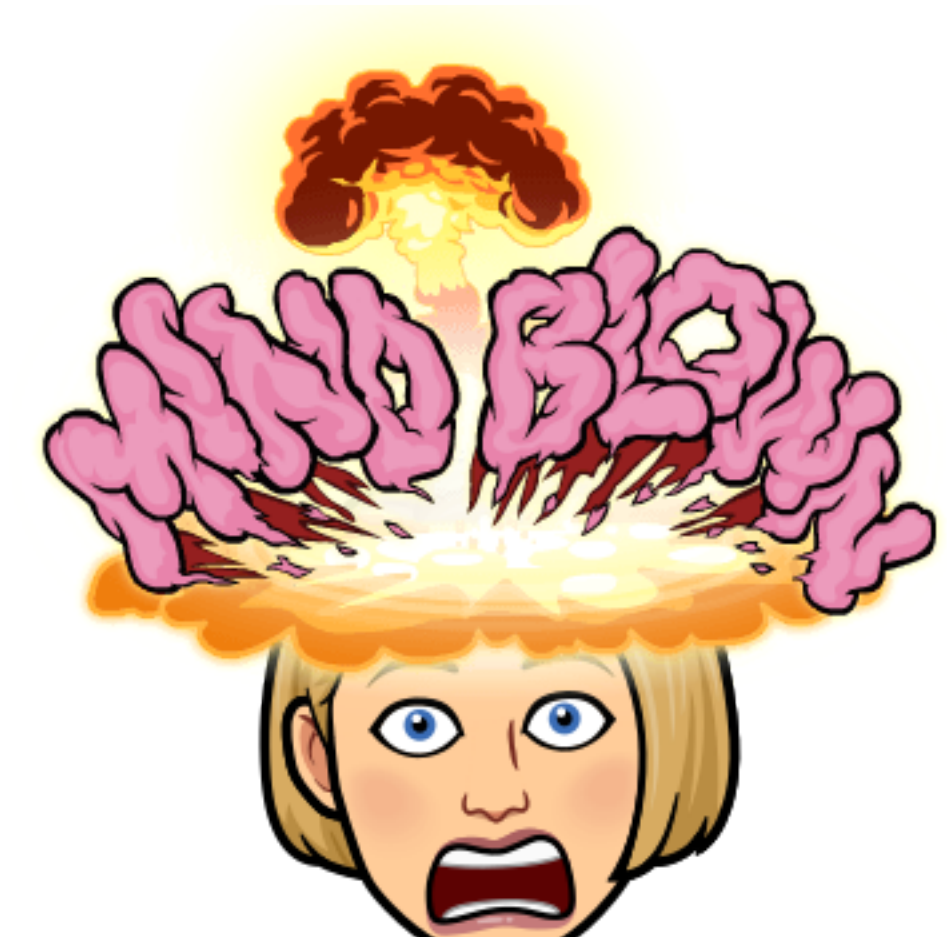
ESSENTIAL STANDARDS

Annie Eckerson and Sarah Kneller

JULY 2021



JULY 2021



Old Practice

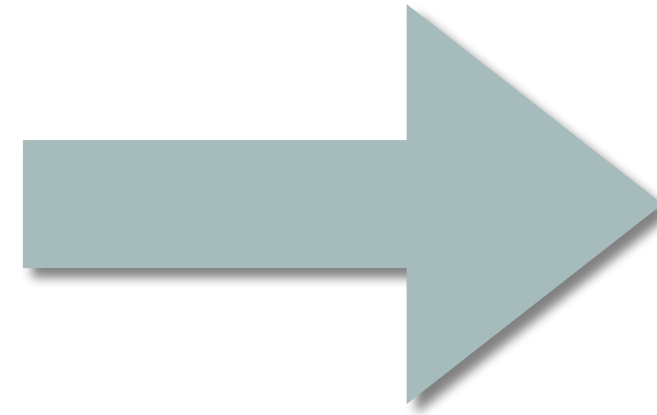
Intervening on all content

Cumbersome assessments

Disorganized goal time

Broad communication to families

Variety of grading systems within the grade level



New Possibilities

Focused intervention on most essential content

Easily accessible data from all assessments

Focused interventions based on student need and built-in enrichment

Clear learning goals for families

1, 2, 3, 4 rubric across all assessments

3RD GRADE STANDARDS

- 29 Math
- 29 ELA
- 16 Science
- 22 Social Studies

96 Academic Standards

- 8 Math Essential Standards
- 3 Writing Essential Standards
- (Coming spring 2023)
Reading Essential Standards

11 Academic Standards

Essential Standards Selection Criteria

One of the most important actions any collaborative team can take is that of answering the question, Of all that we teach and cover, what standards are so essential that *all* students must learn and master them?

In *The Leader's Guide to Standards*, Douglas Reeves (2002) outlines three criteria for selecting essential standards.

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage:** Will this standard provide knowledge and skills that are valuable in multiple disciplines?
3. **Readiness:** Will this standard provide students with essential knowledge and skills essential for success in the next grade or level of instruction?

Step 1: Choose and unpack essential standards.

If you have unpacked standards already, pull learning targets from your past work.

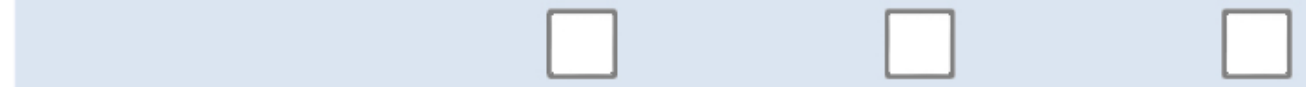
1. Circle verbs in the identified standards.
2. Underline concepts, vocabulary, and context that are important.
3. Write learning targets.
 - a. Write learning targets using circled verbs from the standard.
 - b. Write prerequisite learning targets (knowledge and skills to achieve the standard).
 - c. Write learning targets that extend and deepen the learning—to enrich and extend.
4. Put learning targets in cognitive order. Create a learning progression much like climbing a ladder.

NY-3.OA

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

1. **Interpret** products of whole numbers.



Coherence: NY-2.OA.4 → NY-3.OA.1 → NY-4.OA.1

e.g., **Interpret** 5×7 as the total number of objects in 5 groups of 7 objects each. **Describe** a context in which a total number of objects can be **expressed** as 5×7 .

2. **Interpret** whole-number quotients of whole numbers.

e.g., **Interpret** $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. **Describe** a context in which a number of shares or a number of groups can be **expressed** as $56 \div 8$.

3. **Use** multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Coherence: NY-3.OA.3 → NY-4.OA.2

e.g., using drawings and equations with a symbol for the unknown number to represent the problem

	Unknown Product $a \times b = ?$	Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$	Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$
Equal Groups	There are a bags with b plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need a lengths of string, each b inches long. How much string will you need altogether?	If p plums are shared equally into a bags, then how many plums will be in each bag? <i>Measurement example:</i> You have p inches of string, which you will cut into a equal pieces. How long will each piece of string be?	If p plums are to be packed b to a bag, then how many bags are needed? <i>Measurement example:</i> You have p inches of string, which you will cut into pieces that are b inches long. How many pieces of string will you have?
Arrays & Area	There are a rows of apples with b apples in each row. How many apples are there? <i>Area example:</i> What is the area of an a cm by b cm rectangle?	If p apples are arranged into equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area p square centimeters. If it is a cm long, what is its width?	If p apples are arranged into equal rows of b apples, how many rows will there be? <i>Area example:</i> A rectangle has area p square centimeters. If it is b cm wide, what is its length?

Array problems can also be stated in terms of columns, exchanging the order of a and b , so that the same array is described. For example: There are b columns of apples with a apples in each column. How many apples are there?

4. **Determine** the unknown whole number in a multiplication or division equation relating three whole numbers.

e.g., **Determine** the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Within-Grade Connections:

- Students should begin work with multiplication and division (NY-3.OA) at or near the beginning of the year to allow time for understanding and **fluency** to **develop**.
 - The area models for products (NY-3.MD.7) are an important part of this process because they provide a visual model for understanding the concept of multiplication and because they provide a visual model that makes the distributive property explicit. Hence, work on concepts of area (NY-3.MD.5-6) should likely begin near the beginning of the year as well.⁽¹⁴⁾

NY-3.OA Operations and Algebraic Thinking													
Represent and solve problems involving multiplication and division.													
1. Interpret products of whole numbers.	<p>Coherence: NY-2.OA.4 → NY-3.OA.1 → NY-4.OA.1</p> <p>e.g., Interpret 5×7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5×7.</p>												
2. Interpret whole-number quotients of whole numbers.	<p>e.g., Interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. Describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p>												
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	<p>Coherence: NY-3.OA.3 → NY-4.OA.2</p> <p>e.g., using drawings and equations with a symbol for the unknown number to represent the problem</p> <table border="1"> <thead> <tr> <th></th> <th>Unknown Product $a \times b = ?$</th> <th>Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$</th> <th>Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$</th> </tr> </thead> <tbody> <tr> <td>Equal Groups</td> <td>There are a bags with b plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need a lengths of string, each b inches long. How much string will you need altogether?</td> <td>If p plums are shared equally into a bags, then how many plums will be in each bag? <i>Measurement example:</i> You have p inches of string, which you will cut into a equal pieces. How long will each piece of string be?</td> <td>If p plums are to be packed b to a bag, then how many bags are needed? <i>Measurement example:</i> You have p inches of string, which you will cut into pieces that are b inches long. How many pieces of string will you have?</td> </tr> <tr> <td>Arrays & Area</td> <td>There are a rows of apples with b apples in each row. How many apples are there? <i>Area example:</i> What is the area of an a cm by b cm rectangle?</td> <td>If p apples are arranged into a equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area p square centimeters. If it is a cm long, what is its width?</td> <td>If p apples are arranged into equal rows of b apples, how many rows will there be? <i>Area example:</i> A rectangle has area p square centimeters. If it is b cm wide, what is its length?</td> </tr> </tbody> </table> <p>Array problems can also be stated in terms of columns, exchanging the order of a and b, so that the same array is described. For example: There are b columns of apples with a apples in each column. How many apples are there?</p>		Unknown Product $a \times b = ?$	Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$	Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$	Equal Groups	There are a bags with b plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need a lengths of string, each b inches long. How much string will you need altogether?	If p plums are shared equally into a bags, then how many plums will be in each bag? <i>Measurement example:</i> You have p inches of string, which you will cut into a equal pieces. How long will each piece of string be?	If p plums are to be packed b to a bag, then how many bags are needed? <i>Measurement example:</i> You have p inches of string, which you will cut into pieces that are b inches long. How many pieces of string will you have?	Arrays & Area	There are a rows of apples with b apples in each row. How many apples are there? <i>Area example:</i> What is the area of an a cm by b cm rectangle?	If p apples are arranged into a equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area p square centimeters. If it is a cm long, what is its width?	If p apples are arranged into equal rows of b apples, how many rows will there be? <i>Area example:</i> A rectangle has area p square centimeters. If it is b cm wide, what is its length?
	Unknown Product $a \times b = ?$	Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$	Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$										
Equal Groups	There are a bags with b plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need a lengths of string, each b inches long. How much string will you need altogether?	If p plums are shared equally into a bags, then how many plums will be in each bag? <i>Measurement example:</i> You have p inches of string, which you will cut into a equal pieces. How long will each piece of string be?	If p plums are to be packed b to a bag, then how many bags are needed? <i>Measurement example:</i> You have p inches of string, which you will cut into pieces that are b inches long. How many pieces of string will you have?										
Arrays & Area	There are a rows of apples with b apples in each row. How many apples are there? <i>Area example:</i> What is the area of an a cm by b cm rectangle?	If p apples are arranged into a equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area p square centimeters. If it is a cm long, what is its width?	If p apples are arranged into equal rows of b apples, how many rows will there be? <i>Area example:</i> A rectangle has area p square centimeters. If it is b cm wide, what is its length?										
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	<p>e.g., Determine the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</p>												
<p>Within-Grade Connections:</p> <ul style="list-style-type: none"> Students should begin work with multiplication and division (NY-3.OA) at or near the beginning of the year to allow time for understanding and fluency to develop. <ul style="list-style-type: none"> The area models for products (NY-3.MD.7) are an important part of this process because they provide a visual model for understanding the concept of multiplication and because they provide a visual model that makes the distributive property explicit. Hence, work on concepts of area (NY-3.MD.5-6) should likely begin near the beginning of the year as well.⁽¹⁴⁾ 													

Grade 3

Domain	Cluster	Standard(s)	Post Standard
Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	NY-3.OA.1	
		NY-3.OA.2	
		NY-3.OA.3	
		NY-3.OA.4	
Operations and Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.	NY-3.OA.5	
		NY-3.OA.6	
		NY-3.OA.7a, 7b (Fluency)	
Operations and Algebraic Thinking	Multiply and divide within 100.	NY-3.OA.8a, 8b	
		NY-3.OA.9	
Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.	NY-3.NBT.1	
		NY-3.NBT.2 (Fluency)	
		NY-3.NBT.3	
Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.	NY-3.NBT.4a, 4b	
Number and Operations—Fractions	Develop understanding of fractions as numbers.	NY-3.NF.1	
		NY-3.NF.2a, 2b	
		NY-3.NF.3a, 3b, 3c, 3d	
Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	NY-3.MD.1	
		NY-3.MD.2a, 2b	
	Represent and interpret data.	NY-3.MD.3	X
		NY-3.MD.4	X
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	NY-3.MD.5a, 5b	
		NY-3.MD.6	
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	NY-3.MD.7a, 7b, 7c, 7d		
	NY-3.MD.8a, 8b	X	
Geometry	Reason with shapes and their attributes.	NY-3.G.1	X
		NY-3.G.2	

X = Standards designated for instruction in May-to-June

Domain-Level Test Blueprint—Percent Ranges for Grade 3 Test

Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations—Fractions	Measurement and Data	Geometry
31–43%	7–14%	18–29%	21–32%	2–8%

NY-3.OA

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

1. **Interpret** products of whole numbers.

Coherence: [NY-2.OA.4](#) → [NY-3.OA.1](#) → [NY-4.OA.1](#)

e.g., **Interpret** 5×7 as the total number of objects in 5 groups of 7 objects each. **Describe** a context in which a total number of objects can be **expressed** as 5×7 .

2. **Interpret** whole number quotients of whole numbers.

e.g., **Interpret** $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. **Describe** a context in which a number of shares or a number of groups can be **expressed** as $56 \div 8$.

3. **Use** multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Coherence: [NY-3.OA.3](#) → [NY-4.OA.2](#)

e.g., using drawings and equations with a symbol for the unknown number to represent the problem

	Unknown Product $a \times b = ?$	Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$	Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$
Equal Groups	There are a bags with b plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need a lengths of string, each b inches long. How much string will you need altogether?	If p plums are shared equally into a bags, then how many plums will be in each bag? <i>Measurement example:</i> You have p inches of string, which you will cut into a equal pieces. How long will each piece of string be?	If p plums are to be packed b to a bag, then how many bags are needed? <i>Measurement example:</i> You have p inches of string, which you will cut into pieces that are b inches long. How many pieces of string will you have?
Arrays & Area	There are a rows of apples with b apples in each row. How many apples are there? <i>Area example:</i> What is the area of an a cm by b cm rectangle?	If p apples are arranged into equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area p square centimeters. If it is a cm long, what is its width?	If p apples are arranged into equal rows of b apples, how many rows will there be? <i>Area example:</i> A rectangle has area p square centimeters. If it is b cm wide, what is its length?

Array problems can also be stated in terms of columns, exchanging the order of a and b , so that the same array is described. For example: There are b columns of apples with a apples in each column. How many apples are there?

4. **Determine** the unknown whole number in a multiplication or division equation relating three whole numbers.

e.g., **Determine** the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Within-Grade Connections:

- Students should begin work with multiplication and division (NY-3.OA) at or near the beginning of the year to allow time for understanding and **fluency** to **develop**.
 - The area models for products (NY-3.MD.7) are an important part of this process because they provide a visual model for understanding the concept of multiplication and because they provide a visual model that makes the distributive property explicit. Hence, work on concepts of area (NY-3.MD.5-6) should likely begin near the beginning of the year as well.⁽¹⁴⁾

NY-3.OA

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

1. **Interpret** products of whole numbers.

Coherence: NY-2.OA.4 → NY-3.OA.1 → NY-4.OA.1

e.g., **Interpret** 5×7 as the total number of objects in 5 groups of 7 objects each. **Describe** a context in which a total number of objects can be **expressed** as 5×7 .

2. **Interpret** whole-number quotients of whole numbers.

e.g., **Interpret** $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. **Describe** a context in which a number of shares or a number of groups can be **expressed** as $56 \div 8$.

3. **Use** multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Coherence: NY-3.OA.3 → NY-4.OA.2

e.g., using drawings and equations with a symbol for the unknown number to represent the problem

	Unknown Product $a \times b = ?$	Group Size Unknown ("How many in each group?" Division) $a \times ? = p$ and $p \div a = ?$	Number of Groups Unknown ("How many groups?" Division) $? \times b = p$ and $p \div b = ?$
Equal Groups	There are a bags with b plums in each bag. How many plums are there in all? <i>Measurement example:</i> You need a lengths of string, each b inches long. How much string will you need altogether?	If p plums are shared equally into a bags, then how many plums will be in each bag? <i>Measurement example:</i> You have p inches of string, which you will cut into a equal pieces. How long will each piece of string be?	If p plums are to be packed b to a bag, then how many bags are needed? <i>Measurement example:</i> You have p inches of string, which you will cut into pieces that are b inches long. How many pieces of string will you have?
Arrays & Area	There are a rows of apples with b apples in each row. How many apples are there? <i>Area example:</i> What is the area of an a cm by b cm rectangle?	If p apples are arranged into a equal rows, how many apples will be in each row? <i>Area example:</i> A rectangle has area p square centimeters. If it is a cm long, what is its width?	If p apples are arranged into equal rows of b apples, how many rows will there be? <i>Area example:</i> A rectangle has area p square centimeters. If it is b cm wide, what is its length?

Array problems can also be stated in terms of columns, exchanging the order of a and b , so that the same array is described. For example: There are b columns of apples with a apples in each column. How many apples are there?

4. **Determine** the unknown whole number in a multiplication or division equation relating three whole numbers.

e.g., **Determine** the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Within-Grade Connections:

- Students should begin work with multiplication and division (NY-3.OA) at or near the beginning of the year to allow time for understanding and **fluency** to **develop**.
 - The area models for products (NY-3.MD.7) are an important part of this process because they provide a visual model for understanding the concept of multiplication and because they provide a visual model that makes the distributive property explicit. Hence, work on concepts of area (NY-3.MD.5-6) should likely begin near the beginning of the year as well.⁽¹⁴⁾

4

I can write ~~write~~ ^{this me} ~~the~~ equation ^{to} ~~the~~ situation ^(explain I can stat m) ~~to~~ ^{suc. criteria}

NY3.OA.4 Essential Standard

I can solve to find the unknown number in a multiplication or division equation.

LT I can ~~describe~~ ^{interpret} a multiplication equation using # of groups & size of groups

3

LT I can ~~describe~~ ^{interpret} a division equation using # of groups & size of groups

1

LT I can use a strategy to solve $x + \square = \square$ equations

2

LT I can ~~solve~~ ^{use} an efficient strategy to solve equations.

NY3.OA.4
use $x + \square = \square$ to solve ~~with~~ ^{word} problems

LT

I can use strategies to solve ^{word} ~~draw~~ ^{draw} a model of labels, and ^{write} ~~equation~~ ^{equation} answer statement to solve problem

~~LT~~

4

I can critique another student's work & explain why. ~~or peer review~~










Module 1: Essential Standards

3.OA.3-I can use multiplication and division to solve word problems.

Score	Learning Target
4	I can critique other students' problem solving and explain my thinking.
3	<p>I can use strategies to solve word problems. <i>This means I can roadblock, draw a labeled model, write an equation, and write an answer statement.</i></p> <p>I can interpret a multiplication equation using number of groups, size of groups, and total (3.OA.1).</p> <p>I can interpret a division equation using number of groups, size of groups, and total (3.OA.2).</p>
2	I can use an efficient and accurate strategy to solve multiplication and division equations (3.OA.5).
1	I can use a strategy to solve multiplication and division equations (3.OA.7).

3.OA.4-I can solve to find the unknown number in a multiplication or division equation.

Score	Learning Target
4	I can write a word problem to match multiplication and division equations.
3	<p>I can interpret a multiplication equation using number of groups, size of groups, and total (3.OA.1).</p> <p>I can interpret a division equation using number of groups, size of groups, and total (3.OA.2).</p>
2	I can use an efficient and accurate strategy to solve multiplication and division equations (3.OA.5).
1	I can use a strategy to solve multiplication and division equations (3.OA.7).

Criteria	Rating				Pts
3.OA.1 	8 Exceeding	7  Meeting	6 Meeting	5 Meeting	7 
3.OA.2 	5 Meeting	4 Approachi...	3 Approachi...	2  Developing	2 
3.OA.3 	7 Exceeding	6  Meeting	5 Meeting	4 Approachi...	6 

83%

Overall percentages mask student need!

3.OA.3: I can use multiplication and division to solve word problems. This means I can use strategies to solve word problems. I can roadblock, draw a labeled model, write an equation, and write an answer statement.
 3.OA.4: I can solve to find the unknown number in a multiplication or division equation.

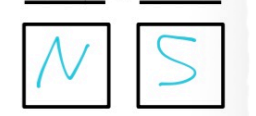
3.OA.1: I can interpret a multiplication equation using number of groups, size of groups, and total.

1 Mrs. Tran plants 3 rows of 5 carrots in her garden.
 a. Draw an array that represents Mrs. Tran's carrots.



b. Write a multiplication sentence to describe the array the total number of carrots Mrs. Tran planted.

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} =$$



c. Use the boxes above to label what each number represents in the equation.

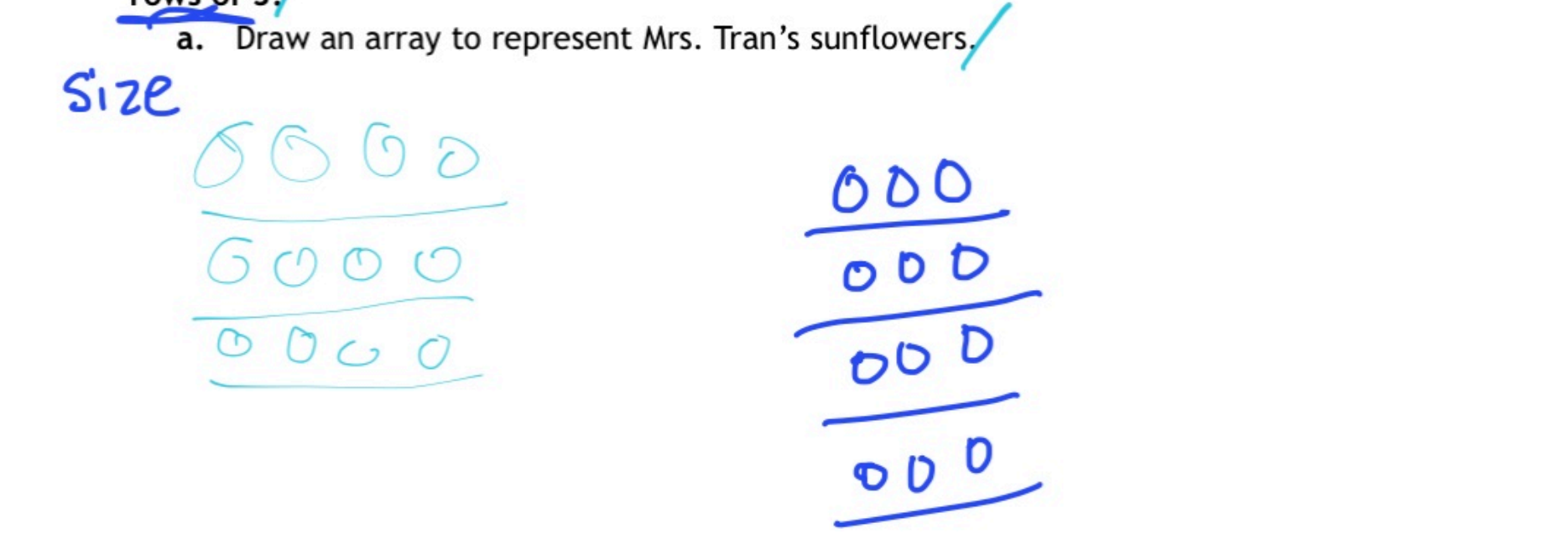
N=Number of groups
 S=Size of groups
 T=Total

2 Count by the unit (the number in word form) the number shown. Write the multiplication sentence that matches by.

a. 4 threes: $4 \times 3 = 12$ b. 8 twos: $8 \times 2 = 16$
 c. 7 threes: $7 \times 3 = 21$ d. 4 fives: $4 \times 5 = 20$

3.OA.2: I can interpret a division equation using number of groups, size of groups, and total.

3 Mrs. Tran plants 12 sunflowers in her garden. She plants them in rows of 3.
 a. Draw an array to represent Mrs. Tran's sunflowers. 0 / 1 point



b. Write a division sentence to describe how Mrs. Tran divides her sunflowers below. 0 / 1 point

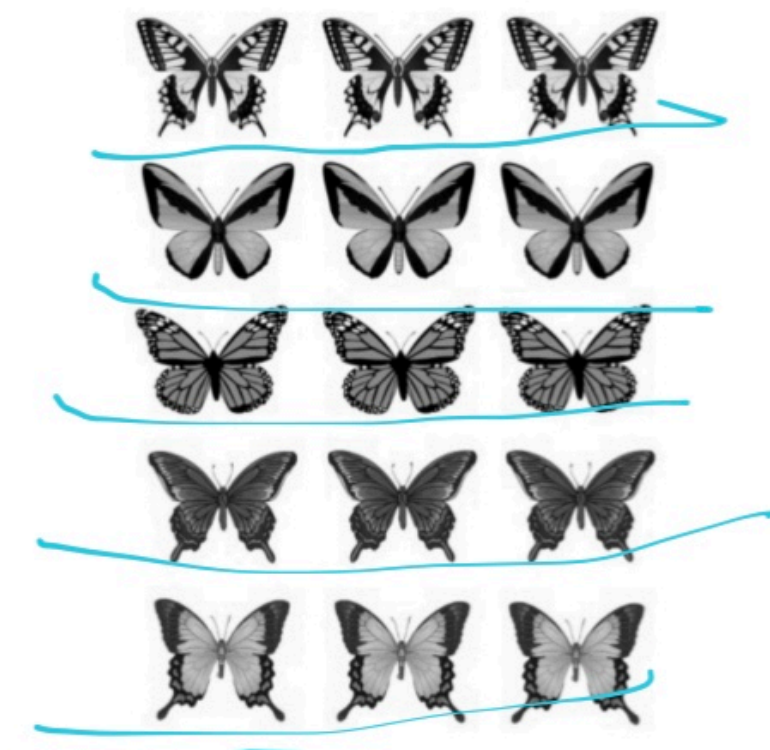
$$\begin{array}{r} 12 \\ \div 3 \\ \hline 4 \end{array} = \frac{12}{3} = 4$$

+ S N

c. Circle your answer choice below. 1 / 1 point

- The 3 in the number sentence above represents the:
- a. total
 - b. number of groups
 - c. size of the group

4 a. Chelsea collects butterfly stickers. The picture shows how she placed them in her book. Write a division sentence to show how she equally grouped her stickers. 1 / 2 points



There are 3 butterflies in each row.

$$\begin{array}{r} 15 \\ \div 3 \\ \hline 5 \end{array} = \frac{15}{3} = 5$$

+ N S

b. Use the boxes above to label what each number represents in the equation. 0 / 1 point

N=Number of groups
 S=Size of groups
 T=Total

Student Reflection

Learning Target	Test Questions	Score	How did I do? (Circle one)
3.OA.1: I can interpret a multiplication equation using number of groups, size of groups, and total.	1-2	<u>7</u> out of 7	<input checked="" type="radio"/> I got it! <input type="radio"/> Still learning it...
3.OA.2: I can interpret a division equation using number of groups, size of groups, and total.	3-4	<u>2</u> out of 6	<input type="radio"/> I got it! <input checked="" type="radio"/> Still learning it..
3.OA.3: I can use strategies to solve multiplication and division word problems.	5-6	<u>6</u> out of 6	<input checked="" type="radio"/> I got it! <input type="radio"/> Still learning it...

Learning targets I know and can do:

3.OA.1: I can interpret a multiplication equation using number of groups, size of groups, and total.

3.OA.3: I can use strategies to solve multiplication and division word problems.

Learning targets I am still learning:

3.OA.2: I can interpret a division equation using number of groups, size of groups, and total.

Module 1: Essential Standards

3.OA.3-I can use multiplication and division to solve word problems.

Score	Learning Target
4	I can critique other students' problem solving and explain my thinking.
3	<p>I can use strategies to solve word problems. <i>This means I can roadblock, draw a labeled model, write an equation, and write an answer statement.</i></p> <p>I can interpret a multiplication equation using number of groups, size of groups, and total (3.OA.1).</p> <p>I can interpret a division equation using number of groups, size of groups, and total (3.OA.2).</p>
2	I can use an efficient and accurate strategy to solve multiplication and division equations (3.OA.5).
1	I can use a strategy to solve multiplication and division equations (3.OA.7).

3.OA.4-I can solve to find the unknown number in a multiplication or division equation.

Score	Learning Target
4	I can write a word problem to match multiplication and division equations.
3	<p>I can interpret a multiplication equation using number of groups, size of groups, and total (3.OA.1).</p> <p>I can interpret a division equation using number of groups, size of groups, and total (3.OA.2).</p>
2	I can use an efficient and accurate strategy to solve multiplication and division equations (3.OA.5).
1	I can use a strategy to solve multiplication and division equations (3.OA.7).

3.W3 I can write with the structure of the genre in mind.

	Narrative	Informational	Opinion
Score	Learning Target	Learning Target	Learning Target
4	I can use paragraphs to show dialogue, changes in time, and separating information.	I can use paragraphs to group details to support my topic.	I can use paragraphs to group details to support my claim.
3	I can use paragraphs to show beginning, middle, and end. I can use transitions to move my reader through my writing.	I can use chapters to group my writing into parts that connect to my topic, and choose the structures that best teach my reader. I can use transitions to move my reader through my writing.	I can write reasons and evidence that support my claim. I can use transitions to move my reader through my writing.
2	I can write a beginning, middle, and end using transition words.	I can group my writing into parts.	I can group my writing into reasons.
1	I can pick a meaningful topic.	I can pick a meaningful topic.	I can pick a meaningful topic.

3.W3.b I can elaborate in my writing.

	Narrative	Informational 3.W2	Opinion 3.W1
Score	Learning Target	Learning Target	Learning Target
4	I can use a storyteller's voice by: <ul style="list-style-type: none"> • using figurative language • showing why characters did what they did • conveying tone 	I can use a teaching voice by including: <ul style="list-style-type: none"> • interviews • research • deliberate use of text structures 	I can use figurative language and repeating words that create an emotional response in the reader.
3	I can use a storyteller's voice by including: <ul style="list-style-type: none"> • dialogue • actions • thoughts • feelings • setting 	I can use a teaching voice by including: <ul style="list-style-type: none"> • expert words (definitions when necessary) • a balance of ideas and facts (<i>This means telling information in interesting ways.</i>) • thoughtful use of text features 	I can use a persuasive voice by including two strong reasons that are supported by a variety of evidence: <ul style="list-style-type: none"> • mini story • observations • data I can talk directly to my audience.
2	I put details in my writing but I sound like a news reporter.	I can write lists of facts and procedures.	I can write at least two reasons and say more about each one.
1	I can pick a meaningful topic.	I can pick a meaningful topic.	I can pick a meaningful topic.

I can make my writing easy for my audience to read.

Score	Learning Target
4	I can apply complex spelling patterns to words I am writing. I can write in ways that help my audience read with expression.
3	I can reread my writing to edit my spelling and punctuation. I can write dialogue using commas and quotation marks.
2	I can write vowel teams and endings in words. (-tion, -ly, -er) I can write quotation marks to show talking. I can use apostrophes in contractions. (can't, don't)
1	I can write words using smaller parts I know. (in, at, op, cvce) I can put punctuation at the end of sentences. I can use a capital letter at the start of sentences. I can use a capital letter for names.