

3rd
Grade



Pocket PALS

Priority Assessed Learning Standards

Mathematics & Reading

2009-2010



www.ksde.org
September 2009



Kansas State Board of Education

120 S.E. 10th Avenue • Topeka, Kansas 66612-1182

Education Priorities of the Kansas State Board of Education

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education). To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups and policy partners.

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Adopted 5/2009



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As the Kansas Commissioner of Education, I am committed to the Kansas State Board of Education's mission "to ensure that all students meet or exceed high academic standards and are prepared for their next steps, e.g., the world of work and/or postsecondary education."



To that end, the Kansas Priority Assessed Learning Standards (PALS) booklet is to give you—as educators—a quick reference to the 2009-10 assessed standards in reading and mathematics. Please know that the standards, benchmarks and indicators included in this document are just a small part of what you teach. The complete list of standards for reading, mathematics, writing, science, and history/government as well as the non-assessed models standards (communication, dance and creative movement, driver education, environmental education, health education, library media and technology, music, physical education, school counseling, theatre, visual arts, and world languages) can be accessed at: <http://www.ksde.org/Default.aspx?tabid=1678>.

It is imperative that we focus on these essential skills, which is why we created "Pocket PALS." You are the most valuable asset of a school and your relentless and effective teaching of each and every student ensures that all children in Kansas will and do succeed. I am hopeful that "Pocket PALS" will assist you in the development of well-planned, thoughtful, research-based methods of instruction for your classes. It is important to build on what students already know and can do as you continue to expand student knowledge and skill mastery in all curricular areas.

What an awesome responsibility you have as educators! I hope this tool will assist you as you prepare your students for the future. There has never been a more important time to focus on the students of tomorrow, than today.

A handwritten signature in brown ink, appearing to read "Alexa Posny".

Dr. Alexa Posny
Kansas Commissioner of Education

Mathematics Overview

Mission Statement

The mission of Kansas mathematics education is for all Kansas students to learn mathematical content and skills that are used to solve a variety of problems.

Vision Statement

The vision of mathematics education in Kansas is to work toward the following:

- Kansas mathematics education will be recognized as one of the premier programs in the United States.
- Kansas mathematics education will be equally effective for all students, irrespective of gender, race, or socioeconomic background.
- Kansas families will broadly recognize the importance of and be encouraged to participate actively in their child(ren)'s mathematics learning.
- Technology will be a fundamental part of mathematics teaching and learning.

The Purpose of this Document*

The standards, benchmarks, and indicators in this document¹ have been created to assist Kansas educators in developing local curricula and assessments, as well as to serve as the basis for the development of the state assessments in mathematics. The committee² strove to recommend high, yet reasonable expectations for all students. High, yet reasonable expectations for all students are components of fairness in education. All students include: those who choose to attend college, those who choose technical preparation, those who will enter the workforce, those from various socioeconomic backgrounds, those who have been identified as gifted in the area of mathematics, those who have been identified with learning disabilities, those who have previously been successful with mathematics, and those who have struggled with mathematics sometime in the past.

Students may need additional support both within and outside the regular classroom to meet those expectations. Teachers should be given the professional development and

* From the Introduction to the Kansas Curricular Standards for Mathematics, July 2003

¹ Kansas Curricular Standards for Mathematics, July 2003

² Refers to the Kansas Curricular Standards for Mathematics Committee, Kansas Curricular Standards for Mathematics, July 2003

resources necessary to enable them to help all students strive to meet or exceed these expectations. This may seem a daunting task, but the alternative is not acceptable.

(Source: Kansas Curricular Standards for Mathematics, July 2003)

Math Standards Key

M.3.1.1.K1 = Math Grade 3, Standard 1, Benchmark 1, Knowledge indicator 1

N = Non-calculator portion of the assessment.

(\$) = Correlated with Personal Finance standards.

(2.4.K1a-b) = Indicator numbers in parentheses cross reference an indicator that can be used to model the concept referenced or, for a “model” indicator, reference indicators that can be explained using the model indicator.

Mathematics Standards & Benchmarks

Standard 1: Number and Computation – The student uses numerical and computational concepts and procedures in a variety of situations.

Benchmark 1: Number Sense – The student demonstrates number sense for whole numbers, fractions, decimals, and money using concrete objects in a variety of situations.

M.3.1.1.K2a

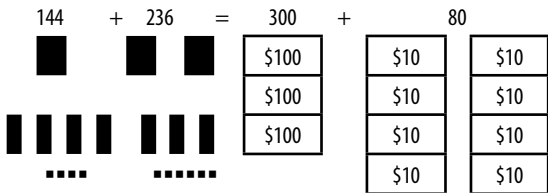
Compares and orders:

- a. Whole numbers from 0 through 10,000 with and without the use of concrete objects (2.4.K1a-b) (**\$**).

M.3.1.1.K3a-c

Knows, explains, and uses equivalent representations including the use of mathematical models for:

- a. Addition and subtraction of whole numbers from 0 through 1,000 (2.4.K1a-b) (**\$**), e.g.,



- b. Multiplication using the basic facts through the 5s and the multiplication facts of the 10s (2.4.K1a), e.g., 3×2 can be represented as $4 + 2$ or as an array, $\begin{matrix} X & X & X \\ X & X & X \end{matrix}$;
- c. Addition and subtraction of money (2.4.K1d) (**\$**), e.g., three half dollars equals $50\text{¢} + 50\text{¢} + 50\text{¢}$ or $50\text{¢} + 100\text{¢}$.

M.3.1.1.K4

N Determines the value of mixed coins and bills with a total value of \$50 or less (2.1.K1d) (**\$**).

Benchmark 4: Computation – The student models, performs, and explains computation with whole numbers and money including the use of concrete objects in a variety of situations.

M.3.1.4.K7

N Identifies multiplication and division fact families through the 5s and the multiplication and division fact families of the 10s (2.4.K1a), e.g., when given $6 \times \square = 18$, the student recognizes the remaining members of the fact family.

M.3.1.4.A1a-b

Solves one-step real-world addition or subtraction problems with (**\$**):

- Whole numbers from 0 through 10,000 (2.4.A1a-b), e.g., for the food drive, the school collected 564 cans (cylinders) and 297 boxes (rectangular prisms). How many items did they collect in all? This problem could be solved with base 10 models; by adding $500 + 200$ (700), $60 + 90$ (150), and $4 + 7$ (11), so $700 + 150 + 11 = 861$; by adding $564 + 300$ (864) and 297 is 3 less than 300, so $864 - 3 = 861$; or by using the traditional algorithm;
- Monetary amounts using dollar and cents notation through \$500.00 (2.4.A1a-b,d), e.g., you are shopping for a new bicycle; at The Bike Store, the bike you want is \$189.69 and at Sports for All it is \$162.89. How much will you save by buying the bike at Sports for All?



Standard 2: Algebra – The student uses algebraic concepts and procedures in a variety of situations.

Benchmark 1: Patterns – The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

M.3.2.1.A2

Recognizes multiple representations of the same pattern (2.4.A1a) e.g., the ABC pattern could be represented by clap, snap, stomp, . . . ; red, green, yellow, . . . ; tricycle, bicycle, unicycle, . . . ; or 3, 2, 1, . . .

Benchmark 3: Functions – The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

M.3.2.3.K3

Generalizes numerical patterns using whole numbers from 0 through 200 with one operation (addition, subtraction) by stating the rule using words, e.g., if the sequence is 30, 50, 70, 90, . . . ; in words, the rule is add twenty to the number before.



Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 1: Geometric Figures and Their Properties – The student recognizes geometric shapes and investigates their properties using concrete objects in a variety of situations.

M.3.3.1.K4

Recognizes and describes the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set (2.4.K1f).

Benchmark 2: Measurement and Estimation – The student estimates and measures using standard and nonstandard units of measure using concrete objects in a variety of situations.

M.3.3.2.K2

Reads and tells time to the minute using analog and digital clocks (2.4.K1a).

M.3.3.2.A1a,b,e

Solves real-world problems by applying appropriate measurements:

- Length to the nearest inch, foot, or yard, e.g., Jill has a piece of rope that is 36 inches long and Bob has a piece that is 15 inches long. If they put their pieces together, how

long would the piece of rope be?

- b. Length to the nearest centimeter or meter, e.g., a new pencil is about how many centimeters long?
- e. Number of days in a week, e.g., if school started 37 weeks ago, how many days of school have passed?



Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 1: Probability – The student applies the concepts of probability to draw conclusions and to make predictions and decisions including the use of concrete objects in a variety of situations.

M.3.4.1.K2

Lists some of the possible outcomes of a simple event in an experiment or simulation including the use of concrete objects (2.4.K1g-h).

Benchmark 2: Statistics – The student collects, organizes, displays, explains, and interprets numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

M.3.4.2.K3a-d

Finds these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000 (2.4.K1a) \$:

- a. Minimum and maximum data values,
- b. Range,
- c. Mode (uni-modal only),
- d. Median when data set has an odd number of data points.

Overview for Reading

Mission Statement:

Kansas reading education is for all Kansas students to be given an equal opportunity to become competent and strategic readers.

Purpose

The reading and literature standards, benchmarks, and indicators for the Kansas Curricular Standards for Communication Arts (1999) were revised in 2003. The Kansas Curricular Standards for Reading (2003) will assist Kansas teachers in planning local curricula and assessment for reading, and literature, and will serve as the basis for the development of state assessments in reading. However, the Kansas Curricular Standards for Reading (2003) is not intended to be a state-mandated curriculum. Local curricula should further refine and shape the way that students demonstrate their development in the communication arts. Kansas Curricular Standards for Reading (2003) was developed with an understanding that **all** students will be given an equal opportunity to become competent and strategic readers.

Following are the reading indicators selected for assessment. The full document can be found on the Kansas State Department of Education's website on the Reading Standards webpage at www.ksde.org/Default.aspx?tabid=142.

Reading Standards Key

R.3.1.1.1 = Reading Grade 3, Standard 1, Benchmark 1, Indicator 1

Reading Standards & Benchmarks

Standard 1: Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

R.3.1.3.2

Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

Instructional Example:

Cover one word in a sentence with colored tape. The student uses the rest of the sentence, picture, or paragraph to determine what the word could be and/or mean.

R.3.1.3.5

Determines meaning of words through knowledge of word structure (e.g., root words, prefixes, and suffixes).

Instructional Example:

Write words with a root and a prefix or suffix (e.g. teacher, kindness, friendly) onto a piece of colored paper, then, ask the student to identify either the root or the prefix or suffix.

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

R.3.1.4.2

Understands the purpose of text features (e.g., title, graphs and charts, table of contents, and pictures/illustrations) and uses such features to locate information in and to gain meaning from appropriate-level texts.

Instructional Example:

Have the student look at table of contents to find where in the book he/she might find an answer to a question.

3rd Grade Curricular Standards for Reading

R.3.1.4.5

Uses information from the text to make inferences and draw conclusions.

Instructional Example:

Model using two-column note form with *expository* text (e.g., science textbook) by labeling the first column “Facts-Something We Can Observe” and the second column “Inferences- Interpretations”. Encourage the student to visualize information provided by the text and to base his/her interpretations and inferences on those visualizations.

R.3.1.4.8

Compares and contrasts information (e.g., topics, characters) in a text.

Instructional Example:

Have the student identify characters and describe his/her actions, feelings, and physical characteristics. The student compares and contrasts the characters then writes thoughts/ opinions of the characters and connections to other characters/people that they know.

R.3.1.4.9

Links causes and effects in appropriate-level *narrative* and *expository* texts.

Instructional Example:

Model for and then direct the student to highlight the cause in one color and to highlight the effect in another color on a portion of copied text.

R.3.1.4.10

Retells main ideas or events as well as supporting details in *narrative* and *expository* texts.

Instructional Example:

Have the student determine the main idea by using text in which the main idea is clear and follows a logical order and highlight significant details which support the main idea.

R.3.1.4.11

Identifies the *topic*, *main idea(s)*, and supporting details in appropriate-level texts.

Instructional Example:

Provide the student with the main idea of a text and have the student read the text to find supporting details that go with the main idea. This task can also be reversed by giving the student the details and encouraging him/her to create the main idea statement.



Standard 2: Literature - The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

R.3.2.1.1

Identifies and describes *characters'* physical traits, basic personality traits, and actions.

Instructional Example:

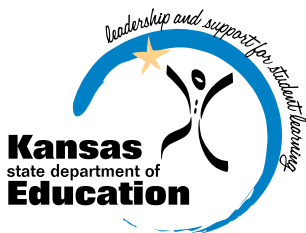
Have the student draw and describe the character(s).

R.3.2.1.2

Identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.

Instructional Example:

Encourage the student to locate words/phrases in the story that gives him/her clues to the location and to the time period of the story and discuss why he/she has chosen those words.



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