Subgroup: All Subgroups

Class: English
School: Integrity Ed Center
Date: March 7, 2012

Class Growth & Targeted Instruction Report

Arizona: Language Arts 6

Students have achieved[1] an average[2] of 12 out of 34 Arizona Performance Objectives tested for Arizona: Language Arts 6.

ARIZONA PERFORMANCE OBJECTIVES ACHIEVED

	Avg. Standards Achieved		Change		Students Taking Test	Instructional Time On Task[3]
	Number	Percent of Total	Number	Percent of Total		
Period 1 2/13/12-2/14/12	12/34	35%	N/A	N/A	1	00:00
Overall			0 Standards	0%		00:00

ARIZONA PERFORMANCE OBJECTIVES LAST ASSIGNED FOR TARGETED INSTRUCTION

Achieved by less than 50% of all students tested.

Performance Objective	Skill	Question #(s)	Skill Tree Assignment
6.1.R-E1.PO 2	Figurative Language	34	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading and Writing Strategies 4-6
6.1.R-E2.PO 1	Point of View, Point of View	36 37	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6, Guided Comprehension 6
6.1.R-E2.PO 2	Fact & Opinion	35	Guided Comprehension 6
6.1.R-E4.PO 1	Audience & Purpose, Audience & Purpose	32 33	Reading and Writing Strategies 4-6

[1]Answered all test items associated with the Performance Objective(s) correctly.
[2]Average equals the total number of Performance Objectives achieved divided by the number of students taking the test during the period.
[3]Time (h:m) spent following the test on activities targeted at unachieved Performance Objectives.

Subgroup: All Subgroups

Class: English
School: Integrity Ed Center
Date: March 7, 2012

ARIZONA PERFORMANCE OBJECTIVES LAST ASSIGNED FOR TARGETED INSTRUCTION

Achieved by less than 50% of all students tested.

Performance Objective	Skill	Question #(s)	Skill Tree Assignment
6.1.R-E4.PO 2	Tone, Mood, & Style	38	Reading and Writing Strategies 4-6, Guided Comprehension 6
6.2.W-E1.PO 1	Spelling, Editing, Writing Sample	3 4 40	Spelling Buzz Intermediate, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6, Vocabulary Builder 6, Parts of Speech: Beginning, Punctuation: Beginning, Writing and Media Literacy 6, Reading Comprehension & Critical Thinking 1
6.2.W-E1.PO 2	Punctuation, Editing, Writing Sample	2 4 40	Punctuation: Beginning, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6, Parts of Speech: Beginning, Writing and Media Literacy 6, Spelling Buzz Intermediate, Reading Comprehension & Critical Thinking 1
6.2.W-E1.PO 3	Editing, Writing Sample	4 40	Parts of Speech: Beginning, Reading and Writing Strategies 4-6, Punctuation: Beginning, Reading, Research, and Language Skills 6, Writing and Media Literacy 6, Reading Comprehension & Critical Thinking 1
6.2.W-E1.PO 4	Writing Sample	40	Parts of Speech: Beginning, Reading and Writing Strategies 4-6, Reading, Research, and Language Skills 6, Writing and Media Literacy 6
6.2.W-E1.PO 5	Following Directions	17	Reading and Writing Strategies 4-6, Reading Comprehension & Critical Thinking 1
6.2.W-E2.PO 2. A	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E2.PO 2. B	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E2.PO 2. C	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6

[1]Answered all test items associated with the Performance Objective(s) correctly.
[2]Average equals the total number of Performance Objectives achieved divided by the number of students taking the test during the period.
[3]Time (h:m) spent following the test on activities targeted at unachieved Performance Objectives.

Subgroup: All Subgroups

Class: English
School: Integrity Ed Center
Date: March 7, 2012

ARIZONA PERFORMANCE OBJECTIVES LAST ASSIGNED FOR TARGETED INSTRUCTION

Achieved by less than 50% of all students tested.

Performance Objective	Skill	Question #(s)	Skill Tree Assignment
6.2.W-E2.PO 2. D	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E2.PO 2. E	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E3.PO 4	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E4.PO 1	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E6.PO 2	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E6.PO 3	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E7.PO 1	Writing Process	11	Reading Comprehension & Critical Thinking 1, Writing and Media Literacy 6, Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E8.PO 1. A	Referencing	39	Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6
6.2.W-E8.PO 1. B	Referencing	39	Reading, Research, and Language Skills 6, Reading and Writing Strategies 4-6

[1]Answered all test items associated with the Performance Objective(s) correctly.
[2]Average equals the total number of Performance Objectives achieved divided by the number of students taking the test during the period.
[3]Time (h:m) spent following the test on activities targeted at unachieved Performance Objectives.

Subgroup: All Subgroups

Class: Math
School: Integrity Ed Center
Date: March 8, 2012

Class Item Analysis Report

Data shows the percentage of students selecting each response. Correct response is shaded.

Test	All Dates	Total Students Taking Test During Period
Arizona: Math 6		1

Question #	Item #	Responses	A	B	C	D
1		1				
	6.C.1.6	1				1 (100%)
2		1				
	6.C.5.6	1			1 (100%)	
3		1				
	6.C.6.7	1			1 (100%)	
4		1				
	6.C.7.7	1		1 (100%)		
5		1				
	6.C.8.6	1	1 (100%)			
6		1				
	6.C.9.13	1		1 (100%)		
7		1				
	6.C.10.1	1	1 (100%)			
8		1				
	6.C.11.7	1			1 (100%)	
9		1				
	6.C.13.13	1			1 (100%)	
10		1				
	6.C.14.6	1			1 (100%)	
11		1				
	6.C.15.9	1		1 (100%)		
12		1				
	6.C.16.7	1	1 (100%)			
13		1				

Subgroup: All Subgroups

Class: Math
Integrity Ed Center
Date: March 8, 2012

Question #	Item #	Responses	A	B	C	D
	6.C.17.13	1			1 (100%)	
14		1				
	6.C.18.5	1		1 (100%)		
15		1				
	6.C.19.9	1		1 (100%)		
16		1				
	6.C.20.1	1	1 (100%)			
17		1				
	6.C.21.9	1	1 (100%)			
18		1				
	6.C.22.1	1		1 (100%)		
19		1				
	6.C.23.3	1	1 (100%)			
20		1				
	6.C.24.4	1		1 (100%)		
21		1				
	6.C.25.14	1			1 (100%)	
22		1				
	6.C.26.11	1				1 (100%)
23		1				
	6.C.27.19	1			1 (100%)	
24		1				
	6.C.28.10	1		1 (100%)		
25		1				
	6.C.29.6	1	1 (100%)			
26		1				
	6.C.30.23	1			1 (100%)	
27		1				

Subgroup: All Subgroups

Class: Math
Integrity Ed Center
Date: March 8, 2012

Question #	Item #	Responses	A	B	C	D
	6.C.31.5	1	1 (100%)			
28		1				
	6.C.32.13	1				1 (100%)
29		1				
	6.C.33.5	1			1 (100%)	
30		1				
	6.C.34.13	1		1 (100%)		
31		1				
	6.C.35.13	1	1 (100%)			
32		1				
	6.C.36.2	1		1 (100%)		
33		1				
	6.C.37.5	1			1 (100%)	
34		1				
	6.C.38.16	1		1 (100%)		
35		1				
	6.C.39.3	1				1 (100%)
36		1				
	6.C.41.7	1			1 (100%)	
37		1				
	6.C.42.34	1		1 (100%)		
38		1				
	6.C.43.16	1				1 (100%)
39		1				
	6.C.44.12	1	1 (100%)			
40		1				
	6.C.45.3	1		1 (100%)		
41		1				

Subgroup: All Subgroups

Class: Math
Integrity Ed Center
Date: March 8, 2012

Question #	Item #	Responses	A	B	C	D
	6.C.46.14	1				1 (100%)
42		1				
	6.C.47.2	1				1 (100%)
43		1				
	6.C.48.25	1	1 (100%)			
44		1				
	6.C.49.6	1		1 (100%)		
45		1				
	6.C.50.6	1		1 (100%)		
46		1				
	6.C.51.2	1		1 (100%)		

School: Integrity Ed Center
Date: March 8, 2012

Assessment Skills Report

Arizona: Math 6

Question #	Skills and Skill Trees
1	Compare & Order Numbers
	67MC Number Sense
	84MC Fraction Concepts
	138SB Math Strategies 4-6
2	Factoring
	73MC Algebra, Patterning, and Logic
3	LCM & GCF
	84MC Fraction Concepts
	138SB Math Strategies 4-6
	65LG Fractions: Mixed Practice
4	Algebraic Expressions
	68MC Basic Operations and Order of Operations
	84MC Fraction Concepts
5	Patterning
	73MC Algebra, Patterning, and Logic
6	Ratios
	84MC Fraction Concepts
	138SB Math Strategies 4-6
7	Linear Equations
	73MC Algebra, Patterning, and Logic
8	Ordered Pairs
	69MC Geometry and Spatial Sense
9	Geometry I 2D & 3D Figures
	69MC Geometry and Spatial Sense
10	Transformations
	69MC Geometry and Spatial Sense
11	Similar Congruent Symmetrical Figures I
	69MC Geometry and Spatial Sense
12	Metric & Customary Measurement
	72MC Measurement
	138SB Math Strategies 4-6
13	Metric Measurement

School: Integrity Ed Center
Date: March 8, 2012

Question #	Skills and Skill Trees
	72MC Measurement
14	Customary Measurement
	72MC Measurement
	138SB Math Strategies 4-6
15	Perimeter & Circumference
	69MC Geometry and Spatial Sense
	72MC Measurement
	138SB Math Strategies 4-6
16	Area & Volume
	72MC Measurement
	138SB Math Strategies 4-6
17	Using Counting Arrangements
	138SB Math Strategies 4-6
18	Fractional Probability
	71MC Probability
	138SB Math Strategies 4-6
19	Probability
	71MC Probability
	138SB Math Strategies 4-6
20	Interpreting Graphs
	70MC Graphing and Managing Data
	138SB Math Strategies 4-6
21	Determining Mean
	138SB Math Strategies 4-6
22	Addition Word Problems
	8SB Fractions: Beginning
	7LG Rounding: Mixed Practice
	17LG Math Word Problems: Intermediate
	67MC Number Sense
	68MC Basic Operations and Order of Operations
	138SB Math Strategies 4-6
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
	65LG Fractions: Mixed Practice
23	Subtraction Word Problems
	8SB Fractions: Beginning

School: Integrity Ed Center
Date: March 8, 2012

Question #	Skills and Skill Trees
	17LG Math Word Problems: Intermediate
	68MC Basic Operations and Order of Operations
	138SB Math Strategies 4-6
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
	65LG Fractions: Mixed Practice
24	Multiplication Word Problems
	6SB Whole Numbers: Advanced
	17LG Math Word Problems: Intermediate
	68MC Basic Operations and Order of Operations
	138SB Math Strategies 4-6
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
25	Division Word Problems
	6SB Whole Numbers: Advanced
	17LG Math Word Problems: Intermediate
	68MC Basic Operations and Order of Operations
	138SB Math Strategies 4-6
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
26	Estimation I
	17LG Math Word Problems: Intermediate
	138SB Math Strategies 4-6
27	Basic Operations
	17LG Math Word Problems: Intermediate
	138SB Math Strategies 4-6
28	Geometric Problem Solving I
	69MC Geometry and Spatial Sense
	72MC Measurement
	138SB Math Strategies 4-6
29	Similar Congruent Symmetrical Figures II
	69MC Geometry and Spatial Sense
30	Probability & Statistics
	71MC Probability
	138SB Math Strategies 4-6
31	Algebraic Solution Sentences

School: Integrity Ed Center
Date: March 8, 2012

Question #	Skills and Skill Trees
	73MC Algebra, Patterning, and Logic
	138SB Math Strategies 4-6
32	Graphs Charts & Data Management
	70MC Graphing and Managing Data
	138SB Math Strategies 4-6
33	Determining Reasonable Solutions
	138SB Math Strategies 4-6
34	Place Value
	67MC Number Sense
35	Equivalent Fractions
	84MC Fraction Concepts
36	Geometric Problem Solving II Shapes and Angles
	69MC Geometry and Spatial Sense
37	Multiplication Computation
	6SB Whole Numbers: Advanced
	68MC Basic Operations and Order of Operations
	84MC Fraction Concepts
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
	65LG Fractions: Mixed Practice
38	Estimation II
	7LG Rounding: Mixed Practice
	138SB Math Strategies 4-6
39	Subtraction Computation
	8SB Fractions: Beginning
	68MC Basic Operations and Order of Operations
	84MC Fraction Concepts
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
40	Addition Computation
	8SB Fractions: Beginning
	68MC Basic Operations and Order of Operations
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
	65LG Fractions: Mixed Practice
41	Division Computation

School: Integrity Ed Center
Date: March 8, 2012

Question #	Skills and Skill Trees
	6SB Whole Numbers: Advanced
	68MC Basic Operations and Order of Operations
	84MC Fraction Concepts
	64LG Whole Numbers: Mixed Practice
	10LG Decimals: Mixed Practice
	65LG Fractions: Mixed Practice
42	Problem Solving Strategies
	138SB Math Strategies 4-6
43	Interpreting Data
	70MC Graphing and Managing Data
	138SB Math Strategies 4-6
44	Measuring Angles
	69MC Geometry and Spatial Sense
45	Faces, Vertices, & Edges
	69MC Geometry and Spatial Sense
46	Logic Problems
	70MC Graphing and Managing Data
	138SB Math Strategies 4-6

MADELEINE HUNTER

ELEMENTS OF EFFECTIVE INSTRUCTION

STANDARDS

- Standards of Performance – What is Expected and When Students Will Be Held Accountable for What Is Expected.

STANDARDS CONT.

- ALIGN To State Standards
- INFORM Your Students:
- EXPLAIN the Type of Lesson To Be Presented.

STANDARDS CONT.

- Procedures To Be Followed.
- Behavioral Expectations Related To It!
- What Students Will Be Expected To Do.
- What Knowledge or Skills Are To Be Demonstrated.
- In What Manner.

PLAN 1.

- Entry Routine
  a. Packets
  b. Seating
  c. Homework turned in.
- Do Now! (Anticipatory Set)
  a. Self managed productive work.
  b. Three to five minutes and done.
  c. Written product – Previews or reviews lesson.
- Tight Transitions!
- Moving Materials.
- Binder Control.
- SLANT – Help students concentrate, focus, and learn. Use word SLANT as verbal reminder!
  a. Sit up.
  b. Listen
  c. Ask and answer questions.
  d. Nod your head
  Track the speaker.

ANTICIPATORY SET (HOOK)

- Grab Your Students attention. Put Them in Proper Mind Frame.
- Focus Students Attention On Lesson.

PLAN 1 Continued.

- On Your Mark!
  a. Explicit – Paper out. Desk clear of everything unnecessary to lesson. Pencil sharp and ready. Homework placed.
  b. Time limit.
  c. Use a standard consequence.
  d. Provide tools without consequence (paper, pencils) to those who recognize need before class.
  e. Include homework!
- Seat Signals.
  a. Signal non-verbally from seats.
  b. Signals specific and not a distraction.
  c. Explicit and consistent. Respond only when used. Posted on wall.
  d. Able to manage both requests and your response without interrupting class.

ANTICIPATORY SET CONT.

- Immediate Classroom Entry Assignment on Board. Student do it
- Brief Review of Yesterday.
- Preview – Inform Your Students What They Are Going To Learn and What Your Objectives Are.

TEACHING PRESENTATION

- YOU Provide Information Needed For Students to Gain Knowledge or Skill.
  - INPUT - Lecture, Film, Tape, Video, Computer.
  - MODELING - Demonstrate What is Expected as an end Product of their Work

PLAN 2 – SET HIGH ACADEMIC EXPECTATIONS

- No opt out!

  A sequence that begins with a student unable to answer a question should end with that student answering that question as often as possible.
- Right is right.

  Set and defend a high standard for correctness in your classroom.
- Stretch it!

  The sequence of learning does not end with a right answer. Reward right answers with follow up questions that extend knowledge and test for reliability.

HIGH EXPECTATIONS CONTINUED

- Format matters.

  a. Grammatical format. Complete sentences.

  b. Audible format.

  c. Unit format – Math and Science
- Apologies for Content?
- Apologies for Students?

GUIDED PRACTICE

YOU BECOME A TUTOR!

- Students Work Through an Activity or Exercise Assigned and Under Your direct Supervision.
- Move about Room to Determine Level of Mastery.
- Provide Individual Remediation. (Praise, Prompt, and Leave)
- Check Understanding – What Are They Having Problems With?

INDEPENDENT PRACTICE

- Students Work on Their Own or in Groups to Implement Learning.
- May be Homework or Group and Individual Work in Classroom.
- Provide in Different Contexts so That the Concept/Skill May be Applied to Any Relevant Situation Not only Context in Which it Was Originally Learned. (Failure to do this is responsible for most student failure to be able to apply something learned.
- Repeating Schedule so Learning is Not Forgotten

CLOSURE

- Review/Summary – What Has Been Learned and Accomplished in the Lesson. (Ideally Involve Students)
- Preview for Next lesson. (Where are they going next?)
- Upcoming Assignments. Independent Practice and Preparation.

PORTFOLIO

- Keep a Portfolio for each student!
- Minimum of weekly graded samples of student work from all classes.

  This should include pre-testing done in August and continual weekly, unit, midterm, and final samples of student work.
- Some will be through EdOptions, WriteToLearn, Orchard, etc.
- Others should be hard paper copies of what they have done.

SAMPLE READING CURRICULUM ALIGNMENT

Integrity Education Centre 5/6 Grades WRITING, READING, LISTENING/SPEAKING, and VIEWING/PRESENTING

Correlated to Arizona Standards

Prentice Hall Writing and GrammarTextbook Grade 6, 8E (c) 2008

SE and TE refer to student edition and teacher edition with page numbers.

Grade 6

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts. (Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech. (Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts. (Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant context

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

SE/TE: Vocabulary and Spelling, 654; Developing Vocabulary, 654-658; Studying Words Systematically, 659-661; Studying Word Parts and Origins, 662-665; Using Dictionaries, 708-711; Using Other Reference Sources, 712-713; Revising: Word Choice, 21, 61, 111, 138, 163, 187, 212, 262, 280

Concept 5: Fluency

Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

SE/TE: See the Reading/Writing Connection for the following Models From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading Literary Writing, 691-695; Reading from Varied Sources, 696-697

Concept 6: Comprehension Strategies

Employ strategies to comprehend text

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

SE/TE: See the Reading/Writing Connection for

the following Models From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading Literary Writing, 691-695; Reading from Varied Sources, 696-697

PO 2. Confirm predictions about text for accuracy.

SE / TE: Model From Literature, 50-51; Predicting Outcomes, 50, 691, 692, 695; Standardized Test Preparation Workshop: Make Inferences and Predictions, 698-699

PO 3. Generate clarifying questions in order to comprehend text.

SE / TE: Response to Literature, 246-271; Models From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Topic Bank: Responding to Literature, 53, 80, 103, 129, 155, 179, 203, 228, 251; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading Literary Writing, 691-695; Reading from Varied Sources, 696-697

PO 4. Use graphic organizers in order to clarify the meaning of the text.

SE / TE: Using Graphic Organizers, 683-684; Creating Graphic Organizers, 645-646; Media and Technology Skills: Creating a Multimedia Presentation, 269; Developing a Multimedia Presentation, 648. All lessons include Graphic Organizers. For example see pages 54, 97, 109, 206, and 254.

PO 5. Connect information and events in text to experience and to related text and sources.

SE / TE: Response to Literature, 246-271; Models From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Topic Bank: Responding to Literature, 53, 80, 103, 129, 155, 179, 203, 228, 251; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading Literary Writing, 691-695; Reading from Varied Sources, 696-697; Student Work in Progress, 91-92, 283-284. For related information see: Critical Viewing: Connect, 24, 28, 65, 91, 191, 192, 215, 248, 381, 391, 395, 405, 427, 495, 510, 518, 521, 556, 603, 606, 611, 669

PO 6. Apply knowledge of the organizational structures (e.g., chronological order, timesequence order, cause and effect relationships) of text to aid comprehension.

SE / TE: Model From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Description, 98-123; Persuasive Essay, 124-149; Comparison-and Contrast Essay, 150-173; Cause-and-Effect Essay, 174-197; How-to Essay, 198-221; Reading Nonfiction Critically, 685-690

PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.
SE/TE: Response to Literature, 246-271; Models From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Topic Bank: Responding to Literature, 53, 80, 103, 129, 155, 179, 203, 228, 251; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading Literary Writing, 691-695; Reading from Varied Sources, 696-697. Student Work in Progress, 91-92, 283-284

Strand 2: Comprehending Literary Text
Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature
PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).
SE/TE: Model From Literature, 74-77; Student Work in Progress, 91-92; Plot, 82, 96; Student Work in Progress, 283-284; Reading Skills: Reading Methods and Tools, 679-684; Reading Literary Writing, 691-695; Response to Literature, 246-271
PO 2. Identify the theme in works of prose, poetry, and drama.
SE/TE: Model From Literature, 74-77; Theme, 95, 96, 255; Student Work in Progress, 91-92; Student Work in Progress, 283-284; Reading Skills: Reading Methods and Tools, 679-684; Reading Literary Writing, 691-695; Response to Literature, 246-271
PO 3. Describe the motivations of major and minor characters.
SE/TE: Model From Literature, 74-77; Characters, 95, 96, 147, 691, 692; Setting, 96, 691, 692, Student Work in Progress, 91-92, 283-284; Plot, 82, 96; Reading Skills: Reading Methods and Tools, 679-684; Reading Literary Writing, 691-695; Response to Literature, 246-271
PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
SE/TE: Model From Literature, 74-77; Point of View, 781; Student Work in Progress, 91-92, 283-284; Reading Skills: Reading Methods and Tools, 679-684; Reading Literary Writing, 691-695; Response to Literature, 246-271
PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution
SE/TE: Model From Literature, 74-77; Setting,

96, 691, 692; Student Work in Progress, 91-92. See also Reading Literary Writing on pages 691-692.
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.
SE/TE: Applying Forms of Reasoning: Draw Conclusions, 688. See also: Reading Skills: Reading Methods and Tools, 679-684; Reading from Varied Sources, 696-697
PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).
SE/TE: Poem, 118-119; Strategies for Reading Poetry, 693
PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.
SE/TE: Using Reading Strategies, 681-684; Reading Literary Works, 691-695. Model From Literature, 74-77; Student Work in Progress, 91-92; Connected Assignment, 93, 192

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.
SE/TE: Understanding the Influence of Other Languages and Cultures, 671; Using Reading Strategies, 681-684; Reading Literary Works, 691-695. See the Reading/Writing Connection for the following Literary Selections: 50-51, 74-77, 100-101, 126, 127, 152-153, 176-177, 200-201, 224-225, 248-249.
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
SE/TE: Using Reading Strategies, 681-684; Strategies for Reading Folk Tales, Myths, and Fables, 694-695

Strand 3: Comprehending Informational Text
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-today experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.
SE/TE: Main Ideas, 19, 33, 34, 35, 279. Student Work in Progress, 141-143, 166-167, 190-191, 238-240; Model From Literature, 152-153, 224-225. See also: Reading Skills: Reading

Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading from Varied Sources, 696-697

PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.

SE / TE: Summaries, 187, 229, 255, 277, 637, 692, 703; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading from Varied Sources, 696-697; Standardized Test Preparation Workshop: Constructing Meaning From Informational Texts, 720-721

PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.

SE / TE: Facts vs. Opinions, 643, 686; Reading Nonfiction Critically, 685-690; Reading from Varied Sources, 696-697

PO 4. Identify the author's stated or implied purpose(s) for writing expository text.

SE / TE: See the Reading/Writing Connection for the following Models From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Reading Skills: Reading Methods and Tools, 679-684; Reading Nonfiction Critically, 685-690; Reading from Varied Sources, 696-697

PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)

SE / TE: Using Sections in Textbooks, 679; Using Features of Textbooks, 680; Using Graphic Organizers, 683-684; Viewing and Representing Skills: Interpreting Maps, Graphs, and Photographs, 639-641

TECH: Interactive Textbook CD-ROM; Teacher Express CD-ROM, Test Bank CD-ROM; Writers at Work Video Program DVD; Writing and Grammar Companion Web Site

PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CDROM, website) for a specific purpose. (Connected to Research Strand in Writing)

SE / TE: Research Report, 222-245; Response to Literature, 246-271; Writing for Assessment, 272-289; Reading Nonfiction Critically, 685-690; Reading from Varied Sources, 696-697; Reference Skills, 704-714; Internet Research Handbook, 761-765

PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)

SE / TE: Viewing and Representing Skills: Interpreting Maps, Graphs, and Photographs,

639-641; Creating Graphic Organizers, 645-646; Formatting to Create an Effect, 647; Using Features of Textbooks, 680; Using Graphic Organizers, 683-684; Media and Technology Skills: Creating a Multimedia Presentation, 269; Developing a Multimedia Presentation, 648. All lessons include Graphic Organizers. For example see pages 54, 97, 109, 206, and 254.

PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.

SE / TE: Model From Literature: 50-51, 74-77, 100-101, 126-127, 152-153, 176-177, 200-201, 224-225, 248-249; Description, 98-123; Persuasive Essay, 124-149; Comparison-and Contrast Essay, 150-173; Cause-and-Effect Essay, 174-197; How-to Essay, 198-221; Reading Nonfiction Critically, 685-690

PO 9. Draw valid conclusions about expository text, supported by text evidence.

SE / TE: Applying Forms of Reasoning: Draw Conclusions, 688. See also: Reading Skills: Reading Methods and Tools, 679-684; Reading from Varied Sources, 696-697. For related information see: Critical Viewing: Drawing Conclusions, 37, 66, 94, 218, 242, 265, 272, 273, 277, 354, 445, 465, 640, 641, 646, 663, 678, 717

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

SE / TE: How-to Essay, 198-221; Chronological Order, 690; Reading from Varied Sources, 696-697

PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.

SE / TE: Using Sections in Textbooks, 679; Using Features of Textbooks, 680; Using Graphic Organizers, 683-684; Viewing and Representing Skills: Interpreting Maps, Graphs, and Photographs, 639-641

PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).

SE / TE: How-to Essay, 198-221; Chronological Order, 690; Reading from Varied Sources, 696-697. See also: Giving Directions, 634; Performing and Interpreting, 650-651

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's specific purpose for writing the persuasive text.
SE / TE: Persuasive Essay, 124-149; Viewing Information Media Critically, 642-643; Reading Nonfiction Critically, 685-690
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.
SE / TE: Persuasive Essay, 124-149; Viewing Information Media Critically, 642-643; Reading Nonfiction Critically, 685-690
PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.
SE / TE: Persuasive Essay, 124-149; Viewing Information Media Critically, 642-643; Reading Nonfiction Critically, 685-690
· LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience
SE / TE: Speaking and Listening Skills, 633; Using Formal Speaking Skills, 635-636; Developing a Multimedia Presentation, 648; Creating a Video, 649; Performing and Interpreting, 650; Persuasive Speech, 125

SAMPLE MATH CORRELATIONS TO STATE STANDARDS
INTEGRITY EDUCATION CENTRE
Grade 3 Math
Orchard Correlation to the
Arizona Content Standards

ID 3.1M-F1.PO 1
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F1 Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols
Performance Objective
PO 1 Make a model to represent a given whole number
General Skill(s)
3,C,7: Number Lines
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
ID 3.1M-F1.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F1 Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols
Performance Objective
PO 2 Identify a whole number represented by a model with a word name and symbol
General Skill(s)
3,C,7: Number Lines
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
ID 3.1M-F1.PO 3
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire

basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F1 Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols
Performance Objective
PO 3 Construct equivalent forms of whole numbers (e.g., 15 + 5 = 10 + 10)
General Skill(s)
This specific standard is either not effectively assessed or taught using technology, or is not addressed in this version of Orchard through content or assessments at this grade level.
Skill Tree(s)
Orchard Skill Trees are not currently correlated to this specific standard. See above for details.
02/10/10 190
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F1 Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols
Performance Objective
PO 4 Make a model to represent a given fraction (e.g., geometric model - shading a picture, set model - part of an egg carton) (halves, thirds and fourths)
General Skill(s)
3,C,4: Fraction Models
Skill Tree(s)
Math Strategies 1-3 137SB
ID 3.1M-F1.PO 5
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F1 Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols
Performance Objective
PO 5 Identify the fraction represented by a model with a word name and symbol (halves, thirds and fourths)
General Skill(s)
3,C,4: Fraction Models
Skill Tree(s)

Math Strategies 1-3 137SB
ID 3.1M-F1.PO 6
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F1 Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols
Performance
Objective
PO 6 Identify a given model that is divided into equal fractional parts (halves, thirds and fourths)
General Skill(s)
3,C,4: Fraction Models
Skill Tree(s)
Math Strategies 1-3 137SB
02/10/10 191
ID 3.1M-F2.PO 1
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance
Objective
PO 1 Read whole numbers up to one thousand
General Skill(s)
3,C,2: Place Value
3,C,25: Standard and Expanded Number Forms
3,C,41: Standard & Expanded Number Forms II
Skill Tree(s)
Money 2LG
Number Sense Pre-K-3 85MC
Math Strategies 1-3 137SB
ID 3.1M-F2.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance
Objective
PO 2 Write whole numbers up to one thousand
General Skill(s)

3,C,2: Place Value
3,C,25: Standard and Expanded Number Forms
3,C,41: Standard & Expanded Number Forms II
Skill Tree(s)
Money 2LG
Number Sense Pre-K-3 85MC
Math Strategies 1-3 137SB
ID 3.1M-F2.PO 3
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance Objective
PO 3 Order whole numbers (e.g., smallest to largest, largest to smallest) up to one thousand
General Skill(s)
3,C,1: Whole Number Comparisons
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
02/10/10 192
ID 3.1M-F2.PO 4
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance Objective
PO 4 Construct a model to represent place value concepts
General Skill(s)
3,C,2: Place Value
Skill Tree(s)
Money 2LG
Number Sense Pre-K-3 85MC
Math Strategies 1-3 137SB
ID 3.1M-F2.PO 5
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance Objective
PO 5 Write a whole number in expanded notation (e.g., 531 = 500 + 30 + 1)
General Skill(s)
3,C,25: Standard and Expanded Number Forms
3,C,41: Standard & Expanded Number Forms II
Skill Tree(s)
Number Sense Pre-K-3 85MC
Math Strategies 1-3 137SB
ID 3.1M-F2.PO 6
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance Objective
PO 6 Read aloud a whole number with correct place value words (e.g., a student will read 5 2 1 as 'five hundred twenty-one')
General Skill(s)
3,C,2: Place Value
Skill Tree(s)
Money 2LG
Number Sense Pre-K-3 85MC
Math Strategies 1-3 137SB
02/10/10 193
ID 3.1M-F2.PO 7
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F2 Relate counting, grouping and place-value concepts to whole numbers
Performance Objective
PO 7 Count money to $5.00 using bills and coins
General Skill(s)
3,C,28: Money Applications
Skill Tree(s)
Money 2LG
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.1M-F3.PO 1
Grade 3
Content Area Math

Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division
Performance Objective
PO 1 Demonstrate with models to show the process used in addition (joins things together, increases)
General Skill(s)
3,C,14: Addition Problems
3,C,29: Addition Computation
Skill Tree(s)
Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Beginning 3LG
Number Facts: Mixed Practice 63LG
ID 3.1M-F3.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division
Performance Objective
PO 2 Demonstrate with models to show the process used in subtraction (takes away, compares, finds the difference, decreases)
General Skill(s)
3,C,15: Subtraction Problems
3,C,30: Subtraction Computation
Skill Tree(s)
Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Beginning 3LG
Number Facts: Mixed Practice 63LG
02/10/10 194
ID 3.1M-F3.PO 3
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of

results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division
Performance Objective
PO 3 Demonstrate with models to show the process used in multiplication (uses repeated addition, counts by multiples, combines things that come in groups of equal size, makes arrays, uses area models)
General Skill(s)
3,C,16: Multiplication Problems
3,C,31: Multiplication Computation
Skill Tree(s)
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.1M-F3.PO 4
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division
Performance Objective
PO 4 Demonstrate with models to show the process used in division (puts things into groups of equal size, shares equally, uses repeated subtraction)
General Skill(s)
3,C,17: Division Problems
Skill Tree(s)
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.1M-F3.PO 5
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division
Performance Objective

PO 5 Demonstrate with models the operations of addition and subtraction up to two three-digit whole numbers

General Skill(s)

3,C,14: Addition Problems
3,C,29: Addition Computation

Skill Tree(s)

Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Beginning 3LG
Number Facts: Mixed Practice 63LG

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ID 3.1M-F3.PO 6
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division

Performance Objective

PO 6 Select appropriate operations to solve word problems

General Skill(s)

3,C,14: Addition Problems
3,C,15: Subtraction Problems
3,C,16: Multiplication Problems
3,C,7: Number Lines
3,C,23: Number Sentences Using Word Problems
3,C,33: Word Problems

Skill Tree(s)

Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC

ID 3.1M-F3.PO 7
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication

and division
Performance
Objective
PO 7 Solve word problems using the appropriate operations
General Skill(s)
3,C,14: Addition Problems
3,C,15: Subtraction Problems
3,C,16: Multiplication Problems
3,C,7: Number Lines
3,C,23: Number Sentences Using Word Problems
3,C,33: Word Problems
Skill Tree(s)
Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
02/10/10 196
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F3 Understand the meaning for and application of the operations of addition, subtraction, multiplication and division
Performance
Objective
PO 8 Apply mathematical operations in everyday situations
General Skill(s)
3,C,14: Addition Problems
3,C,15: Subtraction Problems
3,C,16: Multiplication Problems
3,C,7: Number Lines
3,C,23: Number Sentences Using Word Problems
3,C,33: Word Problems
Skill Tree(s)
Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
ID 3.1M-F4.PO 1
Grade 3

Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F4 Demonstrate proficiency with the operations of addition and subtraction of whole numbers
Performance Objective
PO 1 Demonstrate proficiency with basic facts up to 20
General Skill(s)
3,C,19: Number Sentences I
3,C,20: Number Sentences II
Skill Tree(s)
Whole Numbers: Beginning 5SB
Number Facts: Beginning 3LG
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.1M-F4.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F4 Demonstrate proficiency with the operations of addition and subtraction of whole numbers
Performance Objective
PO 2 Add and subtract two three-digit whole numbers
General Skill(s)
3,C,14: Addition Problems
3,C,15: Subtraction Problems
3,C,29: Addition Computation
3,C,30: Subtraction Computation
Skill Tree(s)
Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Beginning 3LG
Number Facts: Mixed Practice 63LG
02/10/10 197
ID 3.1M-F4.PO 3
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F4 Demonstrate proficiency with the operations of

addition and subtraction of whole numbers
Performance
Objective
PO 3 Solve problems using a variety of mental computations and estimation
General Skill(s)
3,C,18: Estimating I
3,C,32: Estimation of Operations
Skill Tree(s)
Number Sense Pre-K-3 85MC
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.1M-F5.PO 1
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F5 Demonstrate proficiency with the operations of multiplication and division of single-digit numbers
Performance
Objective
PO 1 Demonstrate proficiency with basic facts up to the fives
General Skill(s)
3,C,16: Multiplication Problems
3,C,18: Estimating I
3,C,31: Multiplication Computation
Skill Tree(s)
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Sense Pre-K-3 85MC
ID 3.1M-F5.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F5 Demonstrate proficiency with the operations of multiplication and division of single-digit numbers
Performance
Objective
PO 2 Solve problems using a variety of mental computations and estimation
General Skill(s)
3,C,18: Estimating I
3,C,32: Estimation of Operations
Skill Tree(s)
Number Sense Pre-K-3 85MC

Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
02/10/10 198
ID 3.1M-F6.PO 1
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F6 Add and subtract commonly used fractions and decimals
Performance
Objective
PO 1 Demonstrate with models addition and subtraction of fractions with common denominators (halves, thirds and fourths)
General Skill(s)
3,C,4: Fraction Models
Skill Tree(s)
Math Strategies 1-3 137SB
ID 3.1M-F6.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F6 Add and subtract commonly used fractions and decimals
Performance
Objective
PO 2 Add and subtract money up to $5.00
General Skill(s)
3,C,28: Money Applications
Skill Tree(s)
Money 2LG
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.1M-F7.PO 1
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F7 Select and use appropriate techniques to facilitate computation while solving problems and determining the reasonableness of results
Performance
Objective
PO 1 Select a computational technique to solve a problem

General Skill(s)
3,C,24: Determining Reasonable Solutions
Skill Tree(s)
Number Sense Pre-K-3 85MC
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
02/10/10 199
ID 3.1M-F7.PO 2
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F7 Select and use appropriate techniques to facilitate computation while solving problems and determining the reasonableness of results
Performance
Objective
PO 2 Solve a problem using the appropriate computational techniques
General Skill(s)
3,C,24: Determining Reasonable Solutions
Skill Tree(s)
Number Sense Pre-K-3 85MC
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.1M-F7.PO 3
Grade 3
Content Area Math
Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F7 Select and use appropriate techniques to facilitate computation while solving problems and determining the reasonableness of results
Performance
Objective
PO 3 Evaluate the reasonableness of results using a variety of mental computation and estimation techniques (e.g., compatible numbers, front-end, chunking)
General Skill(s)
3,C,18: Estimating I
3,C,24: Determining Reasonable Solutions
3,C,32: Estimation of Operations
Skill Tree(s)
Number Sense Pre-K-3 85MC
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.1M-F7.PO 4
Grade 3
Content Area Math

Standard 1: Number Sense Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.
Concept 1M-F7 Select and use appropriate techniques to facilitate computation while solving problems and determining the reasonableness of results
Performance Objective
PO 4 Use technology (e.g., calculators, computers, multimedia) to solve problems containing larger numbers
General Skill(s)
3,C,14: Addition Problems
3,C,15: Subtraction Problems
3,C,16: Multiplication Problems
3,C,7: Number Lines
3,C,23: Number Sentences Using Word Problems
3,C,33: Word Problems
Skill Tree(s)
Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
02/10/10 200
ID 3.2M-F1.PO 1
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F1 Collect and analyze data using the concepts of largest, smallest, most often, least often and middle
Performance Objective
PO 1 Collect and record data from surveys (e.g., favorite color or food, height, ages) or experiments
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3 90MC
Math Strategies 1-3 137SB
ID 3.2M-F1.PO 2
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to

make valid inferences, decisions and arguments and
to solve a variety of real-world problems.
Concept 2M-F1 Collect and analyze data using the concepts of
largest, smallest, most often, least often and middle
Performance
Objective
PO 2 Organize (e.g., sorting, sequencing, tallying)
information from surveys or
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F1.PO 3
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data
collection and analysis, statistics, and probability to
make valid inferences, decisions and arguments and
to solve a variety of real-world problems.
Concept 2M-F1 Collect and analyze data using the concepts of
largest, smallest, most often, least often and middle
Performance
Objective
PO 3 Identify largest, smallest, most often recorded
(i.e., mode), least often and middle (i.e., median) using
sorted data
General Skill(s)
This specific standard is either not effectively
assessed or taught using technology, or is not
addressed in this version of Orchard through
content or assessments at this grade level.
Skill Tree(s)
Orchard Skill Trees are not currently correlated
to this specific standard. See above for details.
ID 3.2M-F1.PO 4
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data
collection and analysis, statistics, and probability to
make valid inferences, decisions and arguments and
to solve a variety of real-world problems.
Concept 2M-F1 Collect and analyze data using the concepts of
largest, smallest, most often, least often and middle
Performance
Objective
PO 4 Formulate questions from organized data
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB

02/10/10 201
ID 3.2M-F2.PO 1
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 1 Make and label a graph (horizontal bar, vertical bar, picture graph or tally chart) from organized data
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F2.PO 2
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 2 Answer questions about a circle graph (i.e., pie graph) divided into halves and fourths
General Skill(s)
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F2.PO 3
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 3 Answer questions about a pictograph where each symbol represents multiple units
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs

Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F2.PO 4
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 4 Write a title representing the main idea of a graph
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
02/10/10 202
ID 3.2M-F2.PO 5
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 5 Locate points on a line graph (grid) using ordered pairs
General Skill(s)
This specific standard is either not effectively assessed or taught using technology, or is not addressed in this version of Orchard through content or assessments at this grade level.
Skill Tree(s)
Orchard Skill Trees are not currently correlated to this specific standard. See above for details.
ID 3.2M-F2.PO 6
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance

Objective
PO 6 Draw conclusions (e.g., valid decisions, conjectures and predictions) from graphed data
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F2.PO 7
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 7 Formulate questions from graphs, charts and tables
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F2.PO 8
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F2 Construct, read and interpret displays of data to make valid decisions, inferences and predictions
Performance
Objective
PO 8 Solve problems using graphs, charts and tables (e.g., given a bar graph or preferred flavors of ice cream, students have to decide what flavors of ice cream to order)
General Skill(s)
3,C,13: Bar & Picture Graphs
3,C,22: Charts & Graphs
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
02/10/10 203
ID 3.2M-F3.PO 1
Grade 3
Content Area Math

Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F3 Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes
Performance Objective
PO 1 Collect and record data from a probability experiment
General Skill(s)
3,C,37: Predictions & Outcomes
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F3.PO 2
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F3 Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes
Performance Objective
PO 2 Organize (e.g., sorting, sequencing, tallying) data from a probability experiment
General Skill(s)
3,C,37: Predictions & Outcomes
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F3.PO 3
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F3 Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes
Performance Objective
PO 3 Name the possible outcomes of the probability experiment
General Skill(s)
3,C,37: Predictions & Outcomes
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC

Math Strategies 1-3 137SB
02/10/10 204
ID 3.2M-F3.PO 4
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F3 Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes
Performance
Objective
PO 4 Predict the most likely or least likely outcome in probability experiments
General Skill(s)
3,C,37: Predictions & Outcomes
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F3.PO 5
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F3 Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes
Performance
Objective
PO 5 Compare the outcome of the experiment to the predictions
General Skill(s)
3,C,37: Predictions & Outcomes
Skill Tree(s)
Data Management and Probability Pre-K-3
90MC
Math Strategies 1-3 137SB
ID 3.2M-F4.PO 1
Grade 3
Content Area Math
Standard 2: Data Analysis and Probability Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Concept 2M-F4 Understand the concept of sample (i. e., that a larger sample of observed outcomes leads to more reliable information)
Performance
Objective
PO 1 Compare data from probability experiments in which the experiments are performed a different

number of times with the given expected outcomes (e.g., toss a two-colored counter 10 times and record the data; toss the counter 20 times and record the data; compare the results to the expected outcome [1 out of 2])

General Skill(s)

3,C,37: Predictions & Outcomes

Skill Tree(s)

Data Management and Probability Pre-K-3 90MC

Math Strategies 1-3 137SB

02/10/10 205

ID 3.3M-F1.PO 1

Grade 3

Content Area Math

Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.

Concept 3M-F1 Create, describe and extend a variety of patterns using shapes, events, designs and numbers

Performance Objective

PO 1 Create a pattern using a model (e.g., symbolically: numbers or letters; visually: shapes, designs, numbers or pictures; auditorially: clapping, singing or listening: and kinesthetically: dancing, movement or tactile)

General Skill(s)

3,C,3: Skip Counting

3,C,6: Patterning

Skill Tree(s)

Number Sense Pre-K-3 85MC

Patterning and Algebra Pre-K-3 91MC

Math Strategies 1-3 137SB

ID 3.3M-F1.PO 2

Grade 3

Content Area Math

Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.

Concept 3M-F1 Create, describe and extend a variety of patterns using shapes, events, designs and numbers

Performance Objective

PO 2 Communicate orally or in written form the repetition of objects in a pattern

General Skill(s)

3,C,3: Skip Counting

3,C,6: Patterning

Skill Tree(s)

Number Sense Pre-K-3 85MC

Patterning and Algebra Pre-K-3 91MC

Math Strategies 1-3 137SB
ID 3.3M-F1.PO 3
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F1 Create, describe and extend a variety of patterns using shapes, events, designs and numbers
Performance
Objective
PO 3 Communicate orally or in written form a given pattern occurring in a sequence of numbers (e.g., counting by 10's, 5's, 3's, 2's, odd, even, forward and backward)
General Skill(s)
3,C,3: Skip Counting
3,C,6: Patterning
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
02/10/10 206
ID 3.3M-F1.PO 4
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F1 Create, describe and extend a variety of patterns using shapes, events, designs and numbers
Performance
Objective
PO 4 Extend patterns using a model
General Skill(s)
3,C,3: Skip Counting
3,C,6: Patterning
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
ID 3.3M-F1.PO 5
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F1 Create, describe and extend a variety of patterns using shapes, events, designs and numbers
Performance

Objective
PO 5 Extend a given pattern occurring in a sequence of numbers
General Skill(s)
3,C,3: Skip Counting
3,C,6: Patterning
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
ID 3.3M-F2.PO 1
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F2 Formulate generalizations about patterns (e.g., color, shape, size, direction, orientation) to make predictions
Performance
Objective
PO 1 Make predictions based on a given pattern
General Skill(s)
3,C,3: Skip Counting
3,C,6: Patterning
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
02/10/10 207
ID 3.3M-F3.PO 1
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F3 Represent and describe how changing the value of one variable results in a change in another
Performance
Objective
PO 1 Describe in a given situation how a change in one variable results in the change of another (e.g., if you have to share a batch of cookies with friends, the more friends you have, the fewer cookies you'll each get)
General Skill(s)
This specific standard is either not effectively assessed or taught using technology, or is not addressed in this version of Orchard through content or assessments at this grade level.
Skill Tree(s)
Orchard Skill Trees are not currently correlated

to this specific standard. See above for details.
ID 3.3M-F4.PO 1
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F4 Represent and describe mathematical relationships such as order, grouping, etc.
Performance
Objective
PO 1 Identify the pattern in skip counting
General Skill(s)
3,C,3: Skip Counting
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
ID 3.3M-F5.PO 1
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F5 Recognize the symbols of equality and inequality
Performance
Objective
PO 1 Use the symbols <, >, = to compare whole numbers
General Skill(s)
3,C,1: Whole Number Comparisons
Skill Tree(s)
Number Sense Pre-K-3 85MC
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
02/10/10 208
ID 3.3M-F6.PO 1
Grade 3
Content Area Math
Standard 3: Patterns, Algebra and Functions Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Concept 3M-F6 Find missing elements in number sentences
Performance
Objective
PO 1 Find the missing number in addition and subtraction number sentences
General Skill(s)
3,C,5: Number Sentences Missing Elements

Skill Tree(s)
Number Facts: Beginning 3LG
Number Facts: Mixed Practice 63LG
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.4M-F1.PO 1
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F1 Relate geometric concepts to number and measurement ideas (e. g., dividing a rectangle into parts to represent multiplication)
Performance
Objective
PO 1 Identify two-dimensional shapes by name and attribute
General Skill(s)
3,C,9: 2D & 3D Figures
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
ID 3.4M-F1.PO 2
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F1 Relate geometric concepts to number and measurement ideas (e. g., dividing a rectangle into parts to represent multiplication)
Performance
Objective
PO 2 Draw two-dimensional shapes
General Skill(s)
3,C,9: 2D & 3D Figures
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
02/10/10 209
ID 3.4M-F1.PO 3
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F1 Relate geometric concepts to number and measurement ideas (e. g., dividing a rectangle into parts to represent multiplication)
Performance
Objective

PO 3 Identify three-dimensional figures by name and/or attribute
General Skill(s)
3,C,9: 2D & 3D Figures
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
ID 3.4M-F1.PO 4
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F1 Relate geometric concepts to number and measurement ideas (e. g., dividing a rectangle into parts to represent multiplication)
Performance Objective
PO 4 Compare attributes of two-dimensional shapes
General Skill(s)
3,C,10: Geometry Compare 2D & 3D Figures
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
ID 3.4M-F1.PO 5
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F1 Relate geometric concepts to number and measurement ideas (e. g., dividing a rectangle into parts to represent multiplication)
Performance Objective
PO 5 Compare attributes of three-dimensional figures
General Skill(s)
3,C,10: Geometry Compare 2D & 3D Figures
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
02/10/10 210
ID 3.4M-F1.PO 6
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F1 Relate geometric concepts to number and measurement ideas (e. g., dividing a rectangle into parts to represent multiplication)
Performance Objective

PO 6 Use a rectangular array to represent a multiplication fact (e.g., put 12 tiles in a rectangular array; make a 3 x 4, 6 x 2, and 12 x 1 array)
General Skill(s)
3,C,16: Multiplication Problems
3,C,31: Multiplication Computation
Skill Tree(s)
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.4M-F2.PO 1
Grade 3
Content Area Math
Standard 4: Geometry Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.
Concept 4M-F2 Predict how shapes can be changed by combining or dividing them
Performance
Objective
PO 1 Build geometric shapes with other common shapes (e.g., tangrams, pattern blocks, geoboards)
General Skill(s)
3,C,9: 2D & 3D Figures
3,C,35: Geometry Spatial Sense
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
ID 3.5M-F1.PO 1
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F1 Demonstrate that a single object has different attributes that can be measured in different ways (e.g., length, mass/ weight, time, temperature, area and volume)
Performance
Objective
PO 1 Determine the characteristics (attributes) of an object that are measurable (e.g., length and weight are measurable; color and texture are not measurable)
General Skill(s)
3,C,8: Object Classifying
Skill Tree(s)
Geometry Pre-K-3 89MC
Math Strategies 1-3 137SB
02/10/10 211
ID 3.5M-F1.PO 2

Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F1 Demonstrate that a single object has different attributes that can be measured in different ways (e. g., length, mass/ weight, time, temperature, area and volume)
Performance Objective
PO 2 Identify the type of measure (e.g., weight, height, volume) for each attribute
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 1. A
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 1. A Select the appropriate unit of measure for a given characteristic of an object length: inches, feet and yards; centimeters and meters
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 1. B
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of

measure and demonstrate the process of
measurement with non-standard (e. g., using paper
clip lengths), U. S. customary and metric units
Performance
Objective
PO 1. B Select the appropriate unit of measure for a
given characteristic of an object capacity/volume:
cups, gallons and liters
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
02/10/10 212
ID 3.5M-F2.PO 1. C
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students
make and use direct and indirect measurement, metric
and U.S. customary, to describe and compare the real
world and to prepare for the study of discrete
functions, fractals and chaos which have evolved out
of the age of technology.
Concept 5M-F2 Explain the concepts related to units of
measure and demonstrate the process of
measurement with non-standard (e. g., using paper
clip lengths), U. S. customary and metric units
Performance
Objective
PO 1. C Select the appropriate unit of measure for a
given characteristic of an object mass/weight: ounces,
pounds, grams and kilograms
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 2
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students
make and use direct and indirect measurement, metric
and U.S. customary, to describe and compare the real
world and to prepare for the study of discrete
functions, fractals and chaos which have evolved out
of the age of technology.
Concept 5M-F2 Explain the concepts related to units of
measure and demonstrate the process of
measurement with non-standard (e. g., using paper
clip lengths), U. S. customary and metric units
Performance
Objective
PO 2 Select the appropriate tool (e.g., ruler,
thermometer, measuring cup, scale) to measure the

given characteristic of an object
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 3
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance
Objective
PO 3 Measure a given characteristic of an object using non-standard units of measure
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
02/10/10 213
ID 3.5M-F2.PO 4
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance
Objective
PO 4 Measure a given characteristic of an object using standard units of measure
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 5
Grade 3

Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 5 Tell time to the nearest minute on digital and traditional (analog) clocks
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 6
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 6 Determine the passage of time (i.e., units of days, months and years) using a calendar
General Skill(s)
This specific standard is either not effectively assessed or taught using technology, or is not addressed in this version of Orchard through content or assessments at this grade level.
Skill Tree(s)
Orchard Skill Trees are not currently correlated to this specific standard. See above for details.
02/10/10 214
ID 3.5M-F2.PO 7. A
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.

Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 7. A Compare units of measure to determine more or less relationships for length: inches and feet and yards centimeters and meters
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 7. B
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 7. B Compare units of measure to determine more or less relationships for capacity: cups and gallons
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 7. C
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 7. C Compare units of measure to determine more or less relationships for mass: ounces and

pounds grams and kilograms
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
02/10/10 215
ID 3.5M-F2.PO 7. D
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance
Objective
PO 7. D Compare units of measure to determine more or less relationships for time: minutes and hours and days and weeks months and years
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 7. E
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance
Objective
PO 7. E Compare units of measure to determine more or less relationships for money: pennies, nickels, dimes, quarters and dollars
General Skill(s)
3,C,28: Money Applications
Skill Tree(s)
Money 2LG
Measurement 2-3 88MC
Math Strategies 1-3 137SB

ID 3.5M-F2.PO 8. A
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 8. A Compare units of measure to determine equivalent relationships for length: inches to feet
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
02/10/10 216
ID 3.5M-F2.PO 8. B
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 8. B Compare units of measure to determine equivalent relationships for time: minutes to hours days to weeks months to years
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 8. C
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out

of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 8. C Compare units of measure to determine equivalent relationships for money: pennies, nickels, dimes, quarters to dollars
General Skill(s)
3,C,28: Money Applications
Skill Tree(s)
Money 2LG
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F2.PO 9
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F2 Explain the concepts related to units of measure and demonstrate the process of measurement with non-standard (e. g., using paper clip lengths), U. S. customary and metric units
Performance Objective
PO 9 Read a thermometer in Celsius and Fahrenheit to the nearest degree
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
02/10/10 217
ID 3.5M-F3.PO 1
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F3 Make estimates of measurement
Performance Objective
PO 1 Estimate a measurement
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement

Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F3.PO 2
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F3 Make estimates of measurement
Performance
Objective
PO 2 Compare the estimation to actual measure
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
ID 3.5M-F3.PO 3
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F3 Make estimates of measurement
Performance
Objective
PO 3 Evaluate the reasonableness of the estimation
General Skill(s)
3,C,11: Using Measurement
3,C,12: Metric & Customary Measurement
Skill Tree(s)
Measurement 2-3 88MC
Math Strategies 1-3 137SB
02/10/10 218
ID 3.5M-F4.PO 1
Grade 3
Content Area Math
Standard 5: Measurement and Discrete Mathematics Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.
Concept 5M-F4 Use discrete mathematical models for graphs to represent everyday situations (e. g., determine how many ways to move from point A to point B on a grid)
Performance
Objective

PO 1 Make a diagram to represent the number of combinations between two sets (e.g., 'How many outfits can one make with three different colors of shirts and two different pairs of pants?')

General Skill(s)

This specific standard is either not effectively assessed or taught using technology, or is not addressed in this version of Orchard through content or assessments at this grade level.

Skill Tree(s)

Orchard Skill Trees are not currently correlated to this specific standard. See above for details.

ID 3.6M-F1.PO 1

Grade 3

Content Area Math

Standard 6: Mathematical Structure and Logic Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

Concept 6M-F1 Recognize that numbers are used for different purposes in the world and a variety of mathematical notations represent these situations

Performance Objective

PO 1 Formulate mathematical problems from everyday situations

General Skill(s)

3,C,14: Addition Problems
3,C,15: Subtraction Problems
3,C,16: Multiplication Problems
3,C,17: Division Problems
3,C,23: Number Sentences Using Word Problems
3,C,33: Word Problems

Skill Tree(s)

Whole Numbers: Beginning 5SB
Math Word Problems: Beginning 16LG
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
Number Facts: Mixed Practice 63LG
Number Facts: Advanced 4LG

ID 3.6M-F2.PO 1

Grade 3

Content Area Math

Standard 6: Mathematical Structure and Logic Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

Concept 6M-F2 Draw inductive and deductive conclusions about mathematics

Performance Objective

PO 1 Extend a pattern using inductive reasoning (e.g., 'What is the next number after 2, 4, 6, 8?')

General Skill(s)

3,C,6: Patterning

Skill Tree(s)

Patterning and Algebra Pre-K-3 91MC

Math Strategies 1-3 137SB
02/10/10 219
ID 3.6M-F2.PO 2
Grade 3
Content Area Math
Standard 6: Mathematical Structure and Logic Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.
Concept 6M-F2 Draw inductive and deductive conclusions about mathematics
Performance
Objective
PO 2 Make a prediction based on existing information (e.g., 'All the students in a 3 rd grade class are under 10 years old. How old will the next new student probably be?')
General Skill(s)
3,C,6: Patterning
Skill Tree(s)
Patterning and Algebra Pre-K-3 91MC
Math Strategies 1-3 137SB
ID 3.6M-F3.PO 1
Grade 3
Content Area Math
Standard 6: Mathematical Structure and Logic Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.
Concept 6M-F3 Distinguish between relevant and irrelevant information
Performance
Objective
PO 1 Select the information necessary to solve a given problem
General Skill(s)
3,C,24: Determining Reasonable Solutions
Skill Tree(s)
Number Sense Pre-K-3 85MC
Numeration Pre-K-3 86MC
Math Strategies 1-3 137SB
ID 3.6M-F4.PO 1
Grade 3
Content Area Math
Standard 6: Mathematical Structure and Logic Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.
Concept 6M-F4 Interpret statements made with precise language of logic (e. g., all, every, none, some, or, many)
Performance
Objective
PO 1 Use words such as all, every, none, some and many to make reasonable conclusions about situations
General Skill(s)
This specific standard is either not effectively assessed or taught using technology, or is not

addressed in this version of Orchard through content or assessments at this grade level.

Skill Tree(s)

Orchard Skill Trees are not currently correlated to this specific standard. See above for details.

ID 4.1M-E1.PO 1.A