



CITYWIDE LEARNING STANDARDS
GRADE LEVEL SUMMARY:
English Language Arts, History & Social Studies,
Mathematics, Science & Technology

September, 2006

Grade 3

BPS CITYWIDE LEARNING STANDARDS: GRADE 3

INTRODUCTION

Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

Thinking includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

Questioning includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

Communicating means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

Students will...

- Read, write, and think a lot about topics and ideas of importance to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.
- Create ongoing summaries or syntheses.

- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self- respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

ENGLISH LANGUAGE ARTS – GRADE 3



Oral Presentation and Discussion

Students will be able to:

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions
- Contribute knowledge to class discussions and participate in self-run group discussions, book club, literary circles and class project
- Give formal and informal oral presentations using effective presentation skills
- Express an opinion of a literary work or film in an organized way, with supporting details
- Retell a story with a beginning, middle and end, including important details and story elements
- Use teacher developed criteria to prepare their presentations
- Express an opinion of a literary work or film in an organized way, with supporting detail and sequencing
- Use listening skills to obtain information

Language

Students will be able to:

- Recognize the subject-predicate relationship in sentences
- Identify the meaning of common prefixes, suffixes and root words
- Identify common idioms and figurative phrases
- Identify unknown words using their context
- Determine the meaning of words and alternative words using a dictionary or thesaurus
- Identify the four basic parts of speech: noun, verb, adjective and adverb
- Differentiate between formal and informal language in advertisements read, seen and heard
- Understand and use the fundamental skills in sentence structure, punctuation, capitalization, and grammar, spelling for grade three as defined in the BPS Course Guides

Reading and Literature

Students will be able to:

- Read grade-appropriate narrative and expository text with comprehension, fluency, and accuracy using appropriate timing, change in voice and expression
- Use letter-sound knowledge to decode multi-syllable words
- Use comprehension strategies such as prior knowledge, predicting, visualizing, questioning and summarizing to understand text
- Identify the different forms of literature such as poetry, prose, fiction, nonfiction and drama in reading and apply this knowledge as a strategy for comprehending text
- Identify themes as lessons in folk tales, fables and Greek myths for children
- Identify and analyze the elements of plot, character, and setting in the stories they read and write
- Identify and use knowledge of common textual features, graphic features and organizational structures in order to gain meaning from a variety of informational materials
- Locate facts that answer the reader's questions, distinguish cause from effect, distinguish fact from opinion, and summarize main ideas and supporting details when reading informational/expository texts
- Identify rhyme and rhythm, repetition, similes, and visual and auditory images in poems that are read aloud, and use these techniques in their writing

- Plan and perform readings of selected text for an audience using clear diction and voice quality (*volume, tempo, pitch, tone*) appropriate to the selection

Writing and Composition

Students will be able to:

- Take seed ideas from the writing notebook and bring through the draft, revision and editing to a published product
- Use appropriate language for different audiences
- Understand and use writers' craft in their writing
- Use knowledge of word study to monitor and check spelling
- Organize plot events in an order that leads to a climax in their writing
- Write a personal narrative that is organized, has a clear focus, and sufficient supporting detail
- Write in different genres, i.e., personal narrative, nonfiction and poetry and a friendly letter, informal notes, thank-you notes, diary entries and journals
- Write an organized response to a key question from a piece of literature or informational text using evidence from the text as support
- Organize ideas for a brief response to a reading
- Write stories that have a beginning, middle, and end and contain details of the setting
- Write short poems that contain simple sense details
- Improve word choice by using dictionaries
- Write legibly in cursive, leaving space between letters in a word, and between words in a sentence
- Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing
- Use syllabication to monitor and correct spelling in their writing.
- Spell most commonly used homophones correctly in their writing (*there, they're, there; two, too, to*).
- Identify and apply steps in conducting and reporting research
- Write brief summaries of information gathered through research
- Define the need for information and formulate open-ended research questions
- Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members

Media

Students will be able to:

- Create presentations using computer technology, posters, reports, and graphic designs
- Gather information using the Internet and CD-ROM
- Use their understanding of television to distinguish between fact and fiction
- Examine and explain advertising
- View, understand and discuss informational media productions
- Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings

Teachers should refer to the grade 3 English Language Arts Course Guide for ideas and activities related to the standards.

HISTORY & SOCIAL STUDIES: GRADE 3

Massachusetts and its Cities and Towns: Geography and History



Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

Grade 3 Concepts and Skills

Students will be able to...

Apply concepts and skills learned in previous grades.

History and Geography

1. Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)

Civics and Government

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)
7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

Economics

8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)
9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)
Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.

Grade 3 Learning Standards

Building on knowledge from previous years, students will be able to...

New England and Massachusetts

- 3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of

- Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills. (G)
- 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)
 - 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)
 - a. the purpose of the Mayflower Compact and its principles of self-government
 - b. challenges in settling in America
 - c. events leading to the first Thanksgiving
 - 3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)
 - 3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)
 - a. the growth of towns and cities in Massachusetts before the Revolution
 - b. the Boston Tea Party
 - c. the beginning of the Revolution at Lexington and Concord
 - d. the Battle of Bunker Hill
 - e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere
 - 3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)
 - 3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)
 - a. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
 - b. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
 - c. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
 - d. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
 - e. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

Cities and Towns of Massachusetts

- 3.8 On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)
- 3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)
- 3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)
- 3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)
- 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)
- 3.13 Give examples of goods and services provided by their local businesses and industries. (E)
- 3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)

Discussion & Presentation

Students will be able to...

- Use agreed upon rules to participate in formal and informal, large and small group discussions
- Contribute knowledge to class discussions
- Give formal and informal oral presentations using effective presentation skills
- Use teacher developed criteria to prepare their presentations
- Express an opinion in an organized way, with supporting details
- Retell an event with a beginning, middle and end, including important details
- Use listening skills to obtain information

Composition

Students will be able to...

- Write frequently in response to readings and other presentations (e.g., summaries, questions, reactions, connections, predictions, and other responses to people and events)
- Maintain a system for collecting, referring to, and sharing their thoughts and writings



MATH: GRADE 3



Data Analysis, Statistics, and Probability

Students will be able to:

- Formulate questions, collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
- Interpret and pose questions about data collected.
- Construct, draw conclusions and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line plots, and tallies.
- Describe the shape of the data and analyze it for patterns.
- Examine a set of data to determine what is typical.
- Represent data on a line plot.
- Classify outcomes as likely or unlikely.
- Predict the likelihood of outcomes.

Geometry

Students will be able to:

- Compare and analyze attributes and other features of 2-D and 3-D shapes.
- Analyze how shapes are the same and how they are different.
- Visualize how components of shapes are put together to form whole shapes.
- Describe, compare, and represent 2-D shapes.
- Compare the areas of two shapes.
- Explore relationships among shapes.
- Estimate and measure the perimeters of various figures.
- Describe, model, compare and classify 2-D and 3-D shapes.
- Understand that shapes can be oriented in space without losing their properties.
- Estimate and measure turn.
- Understand turn as a change in orientations.
- Identify common measurement for turns—degrees—and understand that there are 360 degrees in one full turn, 180 degrees in a half-turn and 90 degrees in a quarter turn.
- Name turns, or angles, as acute, right, or obtuse.
- Describe paths.
- Describe a path using mathematical ideas and language e.g., intersecting, parallel and perpendicular lines.
- Describe and apply techniques such as reflections, rotations, and translations for determining if two shapes are congruent.
- Describe physical motions precisely as a series of slides, flips, and turns.
- Compare shapes to determine congruence through motions such as rotations (turns) and reflections (flips).
- Relate geometric ideas to number.
- Measure area by covering a flat surface with square units.
- Compare areas of rectangles that have different dimensions.
- Understand the structure of a rectangular prism as arrays of cubes.
- Design patterns for boxes that will hold a given number of cubes.
- Identify symmetry in 2-D shapes.

Measurement

Students will be able to:

- Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.
- Use a nonstandard unit to measure distance.
- Compare the effects of measurement using different sizes.
- Measure weight using a pan balance.
- Determine volume of rectangular prisms.
- Carry out simple unit conversions within a system of measurement.
- Understand and use important equivalencies of time, money, and linear measurement.
- Identify time...compute elapsed time and use a calendar.
- Use the calendar as a tool for problem solving.
- Estimate and find area and perimeter of a rectangle, triangle, or irregular shape, models, grids or by measuring.
- Measure area by covering a flat surface with square units.
- Compare area of rectangles that have different dimensions.
- Compare the area of two shapes and explore the relationship between them.
- Find the area of complex shapes by identifying smaller units of area (e.g. square and half units)
- Estimate and measure the perimeters of various figures.
- Identify and use appropriate metric and English units and tools to estimate, measure, and solve problems involving length and area.
- Use standard measures in complex situations.

Number Sense and Operations

Students will be able to:

- Exhibit an understanding of the base ten number system.
- Mentally add or subtract 10 or 20 from a number.
- Know factors of 100.
- Use knowledge of the factors of 100 to understand the structure of multiples.
- Use knowledge of factors of 100 to understand the structure of 1000.
- Estimate quantities up to 1000.
- Use landmark numbers to calculate “distances” within 1000.
- Read and write numbers in the hundreds and thousands.
- Represent, order, and compare numbers.
- Use landmark numbers to combine and compare quantities.
- Combine and compare 3-digit numbers and totals to 1000.
- Demonstrate an understanding of fractions as parts of wholes.
- Describe in simple terms the relationships among commonly used factors and their multiples.
- Know that fractional parts must be equal.
- Understand the relationship between fractions and division.
- Select, use, and explain models to relate common fractions and mixed numbers, find equivalent fractions, and order fractions.
- Use conventional fraction words and notation.
- Group unit fractions that have a numerator of 1.
- Know common equivalents, especially relationships among halves, thirds, and sixths.

- Relate notation for common fractions ($1/2, 1/4, 3/4, 1/5, 1/10$) to notation for decimals on the calculator (0.5, 0.25, 0.75, 0.2, 0.1).
- Recognize classes to which a number may belong, and identify the numbers in those classes; use these in the solution of problems.
- Explore numbers that can be divided evenly.
- Select, use, and explain the various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.
- Understand that the operation of multiplication is adding equal groups.
- Recognize the connection between skip counting, grouping, and multiplication.
- Find factors of numbers using factor pairs.
- Demonstrate understanding of the relationship between multiplication and division.
- Identify whether word problems can be solved by using multiplication or division.
- Use knowledge of factors and multiples to solve multiplications and division problems.
- Select, use, and explain the commutative, associative, and identity properties of operations in whole number problem situations.
- Examine how parts and wholes are related in addition and subtraction.
- Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- Solve addition problems that have multiple addends.
- Have more than one way to solve a computation problem and use one method to check another.
- Know multiplication facts through 9×9 .
- Add, subtract and multiply accurately and efficiently.
- Solve combining and comparing problems with numerical strategies and record solutions using standard addition and subtraction notation.
- Use different notations for the same problem.

Discussion, Presentation and Composition

Students will be able to:

- Use agreed upon rules to participate in large and small group discussions.
- Express ideas in an organized way.
- Explain their mathematical thinking in writing.
- Maintain a system for collecting, referring to, and sharing their work.



SCIENCE & TECHNOLOG: GRADE 3



Topic: Structures of Life

Characteristics of Plants and Animals

Students will be able to...

- Classify plants and animals according to the physical characteristics that they share.

Plant Structures and Functions

Students will be able to...

- Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.
- Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.
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Topic: Changes

State of Matter

Students will be able to...

- Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.
- Describe how water can be changed from one state to another by adding or taking away heat.

Topic: Water

Weather

Students will be able to...

- Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

The Water Cycle

Students will be able to...

- Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.
- Give examples of how the cycling of water, both in and out of the atmosphere, has an effect on climate.

Topic: Technology/Engineering

Machines and Tools

Students will be able to...

- Use appropriate materials, tools, and machines to extend their ability to solve problems.

Engineering Design

Students will be able to...

- Use the Engineering design process to solve a practical problem that reflects the needs for storage, shelter, or convenience.
- Describe different ways in which the problem can be represented.
- Compare natural systems with mechanical systems that are designed to serve similar purposes, e.g. a bird's wing as compared to an airplane's wing.

Inquiry: All Topics

Students will be able to...

- Observe and describe familiar objects and events, identifying details, similarities and differences.
- Ask questions, both investigable and non investigable, about the objects and events observed.
- Suggest and describe ideas about "how", "why", and "what would happen if"?
- Make predictions based on past experience with a particular material or object.
- Plan and conduct a simple investigation knowing what is to be compared or looked for.
- Extend observations using simple tools, e.g., hand lens, rulers, two-arm balance.
- Recognize and communicate simple patterns in data.
- Interpret findings by relating one factor to another, e.g., If a ball is dropped from a higher place, will it always bounce higher?
- Describe and communicate observations through discussions, drawings, simple graphs, and writing.

Discussion & Presentation

Students will be able to...

- Participate in formal and informal discussions in large and small groups, using agreed upon rules to conduct and facilitate them.
- Contribute knowledge to class discussions.
- Give formal and informal oral presentations using effective presentation skills.
- Express an idea in an organized way, with supporting details.
- Retell an observation with a beginning, middle and end, including important details.
- Use teacher developed criteria to prepare their presentations.
- Use listening skills to obtain information.

Composition

Students will be able to...

- Write frequently in response to readings, other presentations, and observations (e.g., summaries, questions, reactions, connections, predictions, reports).
- Maintain a system for collecting, referring to, and sharing their thoughts, observations, writings, illustrations, and other work.



PERFORMANCE STANDARDS: GRADE 3



All Subjects

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any grade-level assessments that may be developed and administered by each school.

Reading & Writing

1. Reading:

Citywide Assessments: Students are expected to meet minimum competency benchmarks on one of the following assessments.

- Developmental Reading Assessment (level 34)
- Fountas and Pinnell (level O)
- Scholastic Reading Inventory (lexile 500)
- Gates-MacGinite (level 3.5)
- Grade level proficiency benchmarks on each of these assessments are as follows:
- Developmental Reading Assessment (level 38)
- Fountas and Pinnell (level P)
- Scholastic Reading Inventory (lexile 650)
- Gates-MacGinite (level 4.0)

Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:

- Stage 2: Level 14, Developmental Reading Assessment
- Stage 3: Level 24, Developmental Reading Assessment
- Stage 4: Level 34, Developmental Reading Assessment

English/Native Language Arts: Students are expected to read and respond to a minimum of 20 books each year from multiple genres, including fiction and non-fiction. Students' responses should be collected in a Literature Response Journal. Students will select their books from the core literature list or from lists of books developed by teachers, in collaboration with their colleagues. The literature in these teacher-developed lists must meet the following criteria. The literature must be rigorous, explore diverse and relevant themes, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select at least one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing: *English/Native Language Arts*

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, Six Traits Rubric, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on at least one independent *Retelling* and one independent *Response to Literature* (Key Question) by the close of the school year.
 - b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 6-8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.
3. Performance on reading and writing assessments should be factored into students' grades.

Mathematics

Students are expected to earn a passing grade (levels 2-4) on:

- End-of-unit assessments from the *Investigations* curriculum
- Citywide, BPS mid- and end-of-year assessments in mathematics

Performance on these assessments should be factored into students' final grades.

Massachusetts Comprehensive Assessment System (MCAS)

Students are expected to earn a passing score (levels 2-4) on the *Reading* assessment administered in the spring. Performance on this assessment is not factored into a student's final grade.