

Grade 3 Parent's Guide to Marking Period 1

During Marking Period 1, students in Grade 3 receive instruction on the concepts and skills described below.

PLEASE NOTE: Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

MATHEMATICS

Numbers and Operations in Base Ten

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Operations and Algebraic Thinking

- Interpret products and quotients of whole numbers.
 - Interpret 5×7 as the total number of objects in five groups of seven objects each.
 - Interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into eight shares, or as a number of shares when 56 objects are partitioned into equal shares of eight objects each.
- Fluently multiply and divide within 100, applying properties of operations as strategies to multiply and divide.
 - If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication)
 - $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property)
 - Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property)
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain the patterns using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Measurement and Data

- *Relate area to the operations of multiplication and addition.*
 - *Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.*

READING

Reading Comprehension: Literature

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories from diverse cultures; determine the central message or lesson and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story to emphasize aspects of a character or setting.
- Read and comprehend literature appropriately complex for Grade 3.

Reading Comprehension: Informational

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of scientific ideas or concepts in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Read and comprehend informational texts appropriately complex for Grade 3.

Language: Vocabulary Acquisition and Use

- Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on Grade 3 reading and content.

WRITING

Narrative

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, providing closure.

Informative/Explanatory

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension and develop the topic with facts, definitions, and details.

Process, Production, and Research

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Use of Language

- Report on a topic or text; tell a story; or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SCIENCE

Physical Science

- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Plan and conduct an investigation to provide evidence to the effects of balanced and unbalanced forces on the motion of an object.
- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Engineering Design and Process

- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SOCIAL STUDIES

Civics

- Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services.
- Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen.
- Explain how people and events have contributed to the American political system.
- Analyze the role of individual and group participation in creating a supportive community.

- Explain the rights and responsibilities of being a member of the school and the community.

Culture

- Analyze how groups of people interact.

Economics

- Identify goods and services provided by the government and paid for by taxes.

History

- Investigate how people lived in the past, using a variety of sources.

INFORMATIONAL LITERACY

- *Evaluate and analyze the quality of recorded data/information to meet the information need.*
- *Use a variety of formats to prepare the findings/conclusions of the information need for sharing.*
- *Follow an inquiry process and connect the process to real life.*
- *Identify an assigned or personal information need; formulate and refine questions; identify, locate, select, and evaluate sources to meet the information need.*
- *Use specific sources to find information.*
- *Record data/information in a variety of formats.*

ART

Creating and Connecting to Art

- Safely manipulate and share art media and tools.
- Organize the elements of art: color, line, shape, texture, form, value, and selected principles of design: pattern, repetition, contrast, balance, emphasis, rhythm, and movement to create artworks.

Presenting and Responding to Art

- Describe similarities and differences between the elements of art in observed forms.
- Describe how qualities of the elements of art and principles of design are organized to communicate personal meaning in visual compositions.
- Compare how selected artworks are similar in theme, content, form, and style.
- Express opinions about the aesthetic qualities of teacher-selected artworks based on the relationship between and among the elements of art: color, line, shape, texture, form, space, value, and the principles of design: pattern, repetition, contrast, balance, emphasis, rhythm, and movement.

MUSIC

Performing Music

- Sing a varied repertoire of songs, including two-part rounds.
- Demonstrate proper playing technique for classroom instruments.
- Perform an ostinato (a continually repeated musical phrase or rhythm) to support a given melody.
- Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.

Reading and Notating Music

- Read simple melodies and interpret music symbols to perform a song.

Creating Music

- Create an arrangement by choosing instruments for a given ostinato (a continually repeated musical phrase or rhythm).

Responding to Music

- Identify musical forms containing contrast and repetition.
- Use music vocabulary to describe expressive qualities heard in music.
- Conduct music with meter in two.

PHYSICAL EDUCATION

Health-enhancing Physical Fitness and Activity

- Explain and demonstrate the effects of physical activity on the body systems.
- Recognize and identify the components necessary to design a fitness plan.
- Investigate the benefits of physical activity.
- Participate in developmentally appropriate aerobic capacity/cardiorespiratory fitness activities, such as jogging and running.
- Define aerobic activity and apply methods for measuring heart rates.
- Locate and explore counting rate of carotid pulse.
- Examine and compare individual muscular strength, muscular endurance, and flexibility.

Movement Skills and Concepts

- Show that skills will develop with practice over time (i.e., throwing, catching, kicking, striking).
- Demonstrate catching an overhand-thrown object.
- Demonstrate controlling the ball while dribbling with hands and feet.
- Recognize the importance of self-evaluation and feedback in the improvement of motor skills.
- Combine skills into a movement pattern (e.g., speed, force, flow, pathways, directions, levels, space).

Personal and Social Responsibility

- Recognize the relationship between effort and improvement.

HEALTH EDUCATION

Mental and Emotional Health

- Recognize different types of communication skills.
- Recognize that emotions come from basic needs.
- Identify the components to promote personal well-being.
- Examine the steps of the decision-making process.
- Identify positive and negative character traits that contribute to one's uniqueness.
- Recognize the factors associated with stress experienced in school.

Alcohol, Tobacco, and Other Drugs (ATOD)

- Identify safe practices for using prescription and over-the-counter (OTC) drugs.
- Identify and examine physical consequences of the use of tobacco.
- Identify caffeine as a drug.

THINKING AND ACADEMIC SUCCESS SKILLS

*The **Thinking and Academic Success Skills** of analysis and collaboration are embedded in instruction.*

Analysis—*Breaking down a whole into parts that might not be immediately obvious and examining the parts so that the structure of the whole is understood.*

- *Identify and describe patterns and the relationships within patterns.*
- *Identify relationships among parts of a whole.*
- *Infer and explain meaning to make sense of parts.*

Collaboration—*Working effectively and respectfully to reach a group goal.*

- *Demonstrate teamwork by working productively with others.*
- *Define and identify steps to reach a group goal.*
- *Identify and analyze options for sharing responsibility to reach a group goal.*
- *Demonstrate the characteristics of both a group leader and a group member.*