# Grade 3 Parent's Guide to Marking Period 4

During Marking Period 4, 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

### Measurement and Data

- Tell and write time to the nearest minute, and measure time intervals in minutes.
  - Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram).
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
  - Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. For example, use drawings (a beaker with a measurement scale) to represent the problem.
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
  - Solve one- and two-step "how many more" and "how many less" problems, using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent five pets.
- Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

### Geometry

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals).
- Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

### Operations and Algebraic Thinking

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations.
  - By the end of Grade 3, know from memory all products of two 1-digit numbers.
- 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.

## 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, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral 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.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 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 (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### 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 historical events, scientific ideas or concepts, or steps in technical procedures 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.
- Distinguish their own point of view from that of the author of a text.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

### Language: Vocabulary Acquisition and Use

- Engage effectively in a range of collaborative

discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, 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.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on Grade 3 reading and content, choosing flexibly from a range of strategies.

## WRITING

### 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.
- Develop the topic with facts, definitions, and details.
- Provide a concluding statement or section.

### 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.*

### Process, Production, and Research
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, 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.
- 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.

### Opinion
- Write opinion pieces on topics or texts supporting a point of view, with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide a concluding statement or section.

## SCIENCE

### Life Science
- Develop models to describe that organisms have unique and diverse life cycles but all have common birth, growth, reproduction, and death.
- Conduct an argument that some animals form groups that help members survive.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

### Engineering Design and Process
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

## SOCIAL STUDIES

### Economics
- Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.
- Examine the production process.
- Examine how technology affects the way people live, work, and play.
- Describe different types of markets.
- Describe how consumers acquire goods and services.

### History
- *Examine differences between past and present time.*

## 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.*
- *Formulate, refine questions to meet an information need.*
- *Identify resources to meet the information need.*
- *Use specific sources to find information.*
- *Record data/information in a variety of formats.*
- *Use an appropriate and accepted citations style to create a source list.*

## ART

### Creating and Connecting to Art

- Elaborate on ideas using resources to conceptualize personally meaningful narratives.
- Select and organize art elements and design principles to communicate narrative.
- Select and demonstrate proper procedures and techniques when using art tools, media, and workspace.
- Refine artwork by adding details and demonstrating craftsmanship to enhance narrative.
- Create artwork in response to a narrative.
- Explain how responses to art may change after gaining awareness of time and place in which it was created.

## Presenting and Responding to Art
- Select an artwork for display and justify how that choice reflects the theme of the exhibition.
- Generate multiple titles and select one that best captures the narrative of the artwork.
- Collaborate with peers to present an exhibition of artworks to share stories.
- Observe and describe the theme and composition of narrative artwork.
- Identify and describe story elements depicted in artwork to interpret the meaning.
- Identify and apply established criteria for self-evaluating the aesthetics of artwork.

## MUSIC

### Reading and Notating Music
- Notate simple rhythm and/or pitch patterns.

### Creating Music
- Use the voice to improvise phrases that answer given melodic phrases in the same style.
- Create an arrangement by choosing instruments for a given ostinato (continually repeated musical phrase or rhythm).
- Compose and notate an ostinato (continually repeated musical phrase or rhythm).

### Responding to Music
- *Perform simple folk dances.*
- *Identify aurally presented excerpts of music representing diverse styles or genres.*
- *Demonstrate audience behaviors that are respectful of the performers.*
- *Evaluate their own and others' performances, using given criteria.*

### Performing Music
- *Sing using correct singing posture and relaxed tone production.*
- *Sing a varied repertoire of songs, including two-part rounds.*
- *Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.*

## PHYSICAL EDUCATION

### Health-enhancing Physical Fitness and Activity
- Adapt components of the FITT (Frequency, Intensity, Time, Type) principle to adjust levels of physical activity.

### Movement Skills and Concepts
- Demonstrate striking with short-handled implements.

## HEALTH EDUCATION

### Disease prevention (DPC)
- *Identify diseases as communicable.*
- *Identify diseases as non-communicable.*
- *Compare parasitic diseases.*