

Grade 3 Parent's Guide to Marking Period 2

During Marking Period 2, 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

- 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.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Numbers and Operations - Fractions

- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by parts of size $\frac{1}{b}$.

Operations and Algebraic Thinking

- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.
- 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 of multiplication)
 - 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)
- Understand division as an unknown-factor problem. For

example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them 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.

Geometry

- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

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, 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.
- 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).
- 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 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
- Read and comprehend informational texts appropriately complex for Grade 3.

Language: Vocabulary Acquisition and Use

- Engage effectively in a range of collaborative discussions 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.
- 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 techniques, 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.

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.
- Create engaging audio recordings of stories or poems 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.

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

Earth Space/Science

- Analyze and interpret data from maps to describe patterns of Earth's features.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Engineering Design and Process

- Define a simple design problem reflecting a need or a want that includes a specified criteria for success and constraints on materials, time, or cost.

SOCIAL STUDIES

Geography

- Compare places and regions around the world using geographic characteristics.
- Explain how people modify, protect, and adapt to their environment.

History

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

INFORMATIONAL LITERACY

- Identify an assigned or personal information need.
- 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.

- Formulate and refine questions to meet an information need.
- Identify resources to meet the information need.
- Locate, evaluate, and select sources to meet the information need.
- Record data/information in a variety of formats.
- Use an appropriate and accepted citation 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

Responding to Music

- Use music vocabulary to describe expressive qualities heard in music.
- Identify meter in a written musical example.
- Listen to and perform folk and composed music representing various cultures.
- Listen to music examples from various world cultures and describe how musical elements are used.
- Explore the connections between the musical elements and other disciplines.
- 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.

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 (continually repeated musical phrase or rhythm).

PHYSICAL EDUCATION

Personal and Social Responsibility

- Establish and modify personal physical activity goals while monitoring progress toward achievement.

Movement Skills and Concepts

- Refine skills needed in catching, tossing, and throwing.
- Refine skills needed in striking with body parts and implements.
- Recognize the importance of self-evaluation and feedback in the improvement of motor skills.

HEALTH EDUCATION

Personal and Consumer Health (PCH)

- Explain how to improve or maintain personal health.

Safety and Injury (SI)

- Demonstrate the ability to respond appropriately to emergency situations.
- Demonstrate the ability to access emergency services.
- Demonstrate the ability to respond appropriately to situations that do not require emergency services.
- Identify teasing and bullying as harassment and their effects on the individual.
- Describe and demonstrate the difference between telling and tattling.