Grade 3 Parent's Guide to Marking Period 3

During Marking Period 3, 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

- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

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 a parts of size $\frac{1}{b}$.
- Understand a fraction as a number on the number line; represent fractions on a number-line diagram.
    - Represent a fraction $\frac{1}{b}$ on a number-line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
    - Represent a fraction $\frac{a}{b}$ on a number-line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
    - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
    - Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$. Explain why the fractions are equivalent.
    - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number-line diagram.
    - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.

Operations and Algebraic Thinking

- Fluently multiply and divide within 100, applying properties of operations as strategies to multiply and divide.
    - If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known (Commutative property of multiplication).
    - 3 × 5 × 2 can be found by 3× 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30 (Associative property of multiplication).
    - Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56 (Distributive property).

Numbers and Operations in Base Ten

- Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. Fluently multiply and divide within 100, applying properties of operations as strategies to multiply and divide.

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.
- 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.
- 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 (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 (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. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 (research, reflection, and revision) and shorter time frames (a single sitting) 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 to provide requested detail/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.*
- *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.*

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, create an organizational structure that lists reasons and provide a concluding statement or section.*
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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.
- Provide a sense of closure.

SCIENCE

Life Science
- Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some not survive at all.
- Make a claim about the merit of a solution to a problem cause when the environment changes and the types of plants and animals that live there may change.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the

same species may provide advantages in surviving, finding mates, and reproducing.

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

Geography
- Use geographic tools to locate and construct meaning about places on Earth.
- Describe how transportation and communication networks link places through the movement of people, goods, and ideas.
- Explain how people modify, protect, and adapt to their environment.

Culture
- Analyze and describe elements of a multicultural setting.
- Identify and describe how individuals and groups share and borrow from other cultures.

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 information need.*
- *Identify resources to meet the information need.*
- *Locate and select sources to meet the information need.*
- *Evaluate sources to meet the information need.*
- *Use specific sources to find information.*
- *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, 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
- Read simple melodies and interpret music symbols to perform a song.
- Notate simple rhythm and/or pitch patterns.

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

Responding to Music
- Use music vocabulary to describe expressive qualities heard in music.
- Perform improvised movement to communicate meaning or feeling in music.
- 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.
- Identify similarities and differences in the meaning of common terms used in the various art forms.
- Explore the connections between the musical elements and other disciplines.
- Evaluate their own and others' performances using given criteria.

Performing Music
- *Perform an ostinato (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.*

PHYSICAL EDUCATION

Personal and Social Responsibility
- Work with others effectively in physical-activity settings.

Movement Skills and Concepts
- Develop creative movement skills.
- Demonstrate a tumbling sequence using balance and weight transfer.
- Identify the difference between static and dynamic balance.

HEALTH EDUCATION

Nutrition and Fitness (NF)
- *Identify and define functions of nutrients.*
- *Demonstrate the relationship among food intake, physical activity, and weight management.*
- *Analyze the Nutrition Facts Label.*
- *Identify and describe body image.*

Family Life and Human Sexuality (FLHS)
- *Identify what makes a healthy family.*