



# Baltimore County Public Schools

Dr. S. Dallas Dance, Superintendent

## 2015–2016 Guide for Parents

### *Third Grade Standards*

#### READING/LANGUAGE ARTS

The elementary language arts program provides all students access to appropriate learning pathways through a responsive instruction model. Through ongoing formal and informal assessment, students are flexibly grouped into one of three pathways (scaffold, enrichment, or acceleration) for teacher-facilitated, small group instruction. The elementary language arts program is aligned with the Common Core State Standards (CCSS). For more information, visit the curriculum Web page at [Parent Roadmap – Supporting Your Child in Grade Three, English Language Arts](#).

Students in Grade 3 should know and be able to:

- Apply phonics and word analysis to multi-syllabic words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read a wide range of texts, including stories that teach a lesson and texts about social studies or science.
- Ask and answer questions by referring explicitly to a text as the basis for the answers.
- Describe characters in a story and explain how their actions contributed to events.
- Determine the central message and supporting details.
- Compare and contrast two or more works with the same topic, author, or character.
- Describe the traits, motivations, and feelings of characters or how ideas relate to one another.
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others.
- Learn and use new words.
- Write stories with dialogue and descriptions of character's actions, thoughts, and feelings.
- Write research or opinion papers over extended periods of time.
- Learn and apply the rules of spoken and written English.

#### MATHEMATICS

The BCPS Grade 3 mathematics curriculum is aligned with the Maryland College and Career Ready Standards (CCRS). Through the alignment to the standards, all students are exposed to increased levels of rigor and significant changes in content standards as compared to the previous state curriculum. The revised advanced mathematics pathway is designed to provide opportunity and multiple access points for high potential learners. All students in Grade 3 will be provided with regular opportunities for challenge and building deeper understanding of content through enrichment tasks. It should be noted that many of the former Grade 4 standards are now part of the Grade 3 CCRS and are reflected in the Grade 3 curriculum.

The Grade 3 elementary mathematics curriculum focuses on four critical areas:

1. Developing understanding of and strategies for multiplication and division within 100.
2. Developing understanding of fractions.
3. Developing understanding of the structure of rectangular arrays and of area.
4. Describing and analyzing two-dimensional shapes.

## MATHEMATICS (Continued)

Students in Grade 3 should know and be able to:

- Represent and solve problems involving multiplication as repeated addition, arrays, and/or equal groups.
- Represent and solve problems involving division as number of shares or number of groups and model as repeated subtraction.
- Understand that multiplication and division are inverse operations.
- Use multiplication, properties (i.e., zero, identity, commutative, associative) and distributive properties to solve problems.
- Fluently multiply and divide within 100 using strategies and properties. By the end of Grade 3, know from memory all products of two, one-digit numbers. *Fluency, or knowing from memory, develops with the use of reasoning strategies rather than through rote memorization.*\*
- Solve two-step word problems using addition, subtraction, multiplication, and division.
- Solve for an unknown (variable) in an equation.
- Identify patterns on addition and multiplication tables and explain those using properties.
- Use place value, strategies, and properties to fluently add and subtract within 1000. \*
- Use addition and subtraction interchangeably to solve problems.
- Multiply a one-digit number by a multiple of ten.
- Understand that a fraction represents a part of a whole or a group. ( $\frac{1}{2}$  is 1 part of a group of 2.)
- Understand what the numerator and the denominator represent in a given fraction context.
- Represent fractional parts using manipulatives, number lines, and pictures.
- Use models to show equivalent fractions.
- Compare fractions to benchmark numbers of 0,  $\frac{1}{2}$ , and 1.
- Compare two fractions using  $>$ ,  $<$ , or  $=$ .
- Tell time to the nearest minute.
- Solve problems involving addition and subtraction with relationship to time intervals.
- Measure volume and mass.
- Solve one-step word problems about mass and volume using addition, subtraction, multiplication, or division.
- Represent and interpret data on a picture graph and bar graph.
- Measure length to the nearest  $\frac{1}{4}$  inch.
- Measure area by counting unit squares.
- Understand area as rows and columns and relate it to multiplication and repeated addition.
- Use “length X width” to solve area problems.
- Solve real-world problems to find perimeter.
- Compare and sort polygons based on their attributes.

\*Grade level fluency standard.

## SCIENCE

The elementary science curriculum includes content in the areas of Earth/Space Science, Environmental Science, and Physical Science, and incorporates the skills and processes of science. For more information, visit the curriculum Web page at <http://www.bcps.org/offices/science/parents.html>.

Students in Grade 3 should know and be able to:

- Recognize and explain how physical weathering and erosion cause changes to earth materials.
- Identify and describe the repeating patterns of celestial events.

## SCIENCE (Continued)

- Recognize and explain how physical weathering and erosion cause changes to earth materials.
- Identify and describe the repeating patterns of celestial events.
- Identify and describe the physical properties, location, and apparent movements of the sun.
- Recognize and explain that the natural environment provides the survival needs of plants and animals.
- Identify and classify materials as solids, liquids, and gases.
- Access and process information from readings, investigations, and oral communications.
- Recognize and develop predictions that can be tested in an investigation.
- Recognize the elements of a simple well-designed investigation.
- Identify and demonstrate safe procedures when conducting an investigation.
- Recognize that people from ancient times to present have investigated the world, answered scientific questions, and invented things.

## SOCIAL STUDIES

Social studies instruction is intended to provide the knowledge of content and appropriate skills so students can become active, involved citizens of the community. Students in Grade 3 will continue to develop and advance the skills they learned in Grades 1 and 2 by exploring more complex questions in geography, economics, political science, culture, and history. Students in Grade 3 will begin to explore the connections between these various strands of social studies. The Grade 3 curriculum includes the following units of study:

1. What is a Community?
2. Economics and Me
3. Where People Start Communities
4. Living Together
5. Many People of a Community
6. Communities over Time.

Students in Grade 3 should know and be able to:

- Analyze and interpret information from maps and charts.
- Identify and apply economic concepts such as scarcity, opportunity cost, and interdependence.
- Identify and explain the role of advertising in selling goods and services.
- Analyze where and how people build communities. This will include a case study asking students to analyze how and why Baltimore has changed over time.
- Identify and explain the rights and responsibilities of United States citizens, including how citizens elect government leaders.
- Analyze and evaluate how citizens solve problems, and create rules and laws to resolve conflicts.
- Identify and explain important landmarks and memorials in Washington, D.C.
- Analyze and interpret how interaction and migration among ethnic groups has enriched American culture.
- Analyze the past through the lens of archaeology and explore the relationship between history and science.

## HEALTH

Health instruction is designed to provide the functional knowledge and skills to enhance health and well-being.

Students in Grade 3 should know and be able to:

- Identify influences on decisions and behaviors and how to distinguish between healthy and unhealthy choices.
- Use role play to practice ways to respond to situations and determine healthy ways to address conflicts.
- Increase their knowledge of healthy habits and disease prevention.
- Determine how the information provided on labels can influence people to buy or use products.
- Identify the effects of medicines, caffeine, tobacco, alcohol, and other drugs on the body and why and how they should avoid contact with substances that are harmful to the body.

## PHYSICAL EDUCATION

The physical education program focuses on developing physically literate students. The content includes skill development in body and spatial awareness; fundamental and creative movement; rhythms and dance; tumbling and gymnastics; and fitness.

Students in Grade 3 should know and be able to:

- Perform and combine fundamental movement skills using mature patterns in a variety of activities.
- Practice and improve basic skills for authentic applications.
- Demonstrate the concept of open spaces in physical activities.
- Accept and implement specific corrective feedback from teacher or peer.
- Engage in activities to show the value of exercise as it relates to an active, healthy lifestyle.

## LIBRARY MEDIA

The library media program is aligned with the Maryland College and Career Readiness Standards and the Standards for the 21st Century Learner.

Students in Grade 3 should know and be able to:

- Use the Internet, digital content, and technology tools to efficiently and effectively locate, explore, gather, evaluate, organize, synthesize, and communicate information using a variety of media formats.
- Discover the pleasure of reading, listening to, and viewing a variety of printed and digital texts.
- Build understanding of how information is organized in print, media, and digital contexts.
- Generate compelling questions and effective search strategies to find answers to questions.
- Use reliable information sources to analyze data and draw conclusions.
- Use the Web-based, Online Public Access Catalog from school and home to locate library and Internet resources to solve problems, answer questions, and select resources that support learning and personal interests.
- Practice safe, ethical, and responsible use of information and technology.
- Exhibit respect for the intellectual property rights by paraphrasing ideas of others and citing sources of text and digital information used to communicate new knowledge.

## VISUAL ARTS

The third grade visual arts program focuses on understanding relationships.

Students in Grade 3 should know and be able to:

- Understand the relationship among objects observed in the environment.
- Understand the relationship among art elements, design principles, and materials in creating art expressions.
- Understand the relationship of art to society.

## MUSIC

The elementary music program is a comprehensive program of instruction aligned to the Maryland Essential Learner Outcomes for Fine Arts. Music content and skills are sequentially developed from prekindergarten through Grade 5.

Students in Grade 3 should know and be able to:

- Analyze the structure and form of musical compositions.
- Engage in group activities to develop socialization skills.
- Identify ways people use musical elements to express feelings.
- Identify and perform rhythmic and melodic notation.

**SPECIAL NOTE:** Technology is integrated into all subject areas to enhance opportunities for collaboration, creativity, and innovation. Effective technology integration prepares students to connect problem-solving, critical-thinking, and communication skills to their intellectual growth.