

GRADE THREE GRADE LEVEL STANDARDS

ENGLISH LANGUAGE ARTS

LANGUAGE

- ◆ Follow agreed-upon rules for class discussion and/or in self-run small group discussions.
- ◆ Contribute knowledge to class discussion in order to develop ideas for a class project and generate questions to be used as part of the project.
- ◆ Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.
- ◆ Make informal presentations that have a recognizable organization (sequencing, summarizing).
- ◆ Express an opinion of a literary work or film in an organized way, with supporting detail.
- ◆ Use teacher-developed assessment criteria to prepare presentations.
- ◆ Identify the meaning of common prefixes (un-,re-,dis-).
- ◆ Identify the meaning of common idioms and figurative phrases.
- ◆ Identify playful uses of language.
- ◆ Determine the meaning of unknown words using their context.
- ◆ Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.
- ◆ Determine meanings of words and alternate word choices using a dictionary or thesaurus.
- ◆ Identify and apply the meaning of the terms antonym, synonym, and homophone.
- ◆ Recognize the subject-predicate relationship in sentences.
- ◆ Identify the four basic parts of speech (adjective, noun, verb).
- ◆ Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence) and correct sentence structure (elimination of sentence fragments).
- ◆ Recognize dialect in the conversational voices in American folk tales.
- ◆ Identify use of formal and informal language.

READING & LITERATURE

- ◆ Use letter-sound knowledge to decode written English.
- ◆ Read grade-appropriate imaginative/literary and informational/expository text with comprehension (see General Standard).
- ◆ Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

For imaginative/literary texts:

- ◆ Identify and show the relevance of foreshadowing clues.
- ◆ Identify sensory details and figurative language.
- ◆ Identify the speaker of a poem or story.
- ◆ Make judgments about setting, characters, and events and support them with evidence from the text.

For informational/expository texts:

- ◆ Locate facts that answer the reader's questions.
- ◆ Distinguish cause from effect.
- ◆ Distinguish fact from opinion or fiction.
- ◆ Summarize main ideas and supporting details.
- ◆ Identify similarities and differences between the characters or events in a literary work and the actual experience in an author's life.
- ◆ Distinguish among forms of literature such as poetry, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.
- ◆ Identify themes as lessons in folktales, fables, and Greek myths for children.
- ◆ Identify and analyze the elements of plot, character, and setting in the stories they read and write.
- ◆ Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).
- ◆ Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).
- ◆ Identify and use knowledge of common organizational structures (chronological order).
- ◆ Locate facts that answer the reader's questions.
- ◆ Distinguish cause from effect.
- ◆ Distinguish fact from opinion.
- ◆ Summarize main ideas and supporting details.
- ◆ Identify rhyme and rhythm, repetition, and similes in poems.

- ◆ Identify words appealing to the senses or involving direct comparisons in literature and spoken language.
- ◆ Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.
- ◆ Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.
- ◆ Compare stories in print with their films adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.

COMPOSITION

For imaginative/literary writing:

- ◆ Write stories that have a beginning, middle, and end and contain details of setting.
- ◆ Write short poems that contain simple sense details.

For informational/expository writing:

- ◆ Write brief summaries of information gathered through research.
- ◆ Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.
- ◆ Write an account based on personal experience that has a clear focus and sufficient supporting detail.
- ◆ Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).
- ◆ Revise writing to improve level of detail after determining what could be added or deleted.
- ◆ Improve word choice by using dictionaries.
- ◆ Write legibly in cursive, leaving space between letters in a word and between words in a sentence.
- ◆ Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
- ◆ Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- ◆ Spell most commonly used homophones correctly in their writing (there, they're, their, two, too, to).
- ◆ Organize plot events of a story in an order that leads to a climax.
- ◆ Organize ideas for a brief response to a reading.
- ◆ Organize ideas for an account of personal experience in a way that makes sense.
- ◆ Identify and apply steps in conducting and reporting research:
 - a) Define the need for information and formulate open-ended research questions.
 - b) Initiate a plan for searching for information.
 - c) Locate resources.
- ◆ As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

MATH

NUMBER SENSE & OPERATION

- ◆ Name and write (in numerals and words) whole numbers up to 10,000, identify the values of the digits, and develop decimal concepts through tenths.
- ◆ Explain various meanings (grouping, skip counting, repeated addition, and models (arrays) of multiplication of whole numbers and the inverse relationship between multiplication and division as in fact families, extensions, and number stories.
- ◆ Know with fact power multiplication facts 0, 1, 2, 5, 10 up to 5×7 and use them to solve problems.
- ◆ Apply the principles of turn around facts ($a \times b = b \times a$) to operations on whole numbers.
- ◆ Add and subtract multi-digit numbers.
- ◆ Choose the appropriate operations (addition, subtraction, and multiplication) to solve problems, including those involving money with manipulatives and solve multiplication problems with manipulatives.

PATTERNS, FUNCTIONS, AND ALGEBRA

- ◆ Make predictions and form generalizations about patterns such as skip counting, attributes, number lines, charts, and fact triangles/fact families.

GEOMETRY

- ◆ Identify lines of symmetry in 2-D shapes.

MEASUREMENT

- ◆ Identify time to the minute on analog and digital clocks using a.m. and p.m.
- ◆ Compute elapsed time using a clock and using a calendar.
- ◆ Identify and use linear units of measurement to $\frac{1}{4}$ " and c.m.
- ◆ Identify right angles.

DATA AND PROBABILITY

- ◆ Construct and interpret various representations of data sets, including tables, bar graphs, and line graphs.

SOCIAL STUDIES

HISTORY

- ◆ Explain the meaning of time periods or dates in historical narratives (decade, century, 1600's, 1776) and use them correctly in speaking and writing.
- ◆ Observe visual sources such as historic paintings, photographs or illustrations accompanying historical narratives, and describe details such as clothing, setting and action.
- ◆ Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction and significance.
- ◆ Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.
- ◆ Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony:
 - a. the purpose of the Mayflower Compact and its principles of self-government;
 - b. challenges in settling in America;
 - c. events leading to the first Thanksgiving.
- ◆ Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.
- ◆ Explain important causes of the revolution.
- ◆ Identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education and work of the Puritans in the Massachusetts Bay Colony.
- ◆ Explain important political, economic and military developments leading to and during the American Revolution: the growth of towns and cities in Massachusetts before the Revolution; the Boston Tea Party; the beginning of the Revolution at Lexington and Concord; the Battle of Bunker Hill; Revolutionary leaders such as Paul Revere, John Hancock, John Adams and Samuel Adams.

GEOGRAPHY

- ◆ Use cardinal directions, map scales, legends and titles to locate places on contemporary maps of New England, Massachusetts and the local community.
- ◆ On a map of the United States, locate the New England States (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts locate major cities and towns,
- ◆ Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River and the Berkshire Mountains.

ECONOMICS

- ◆ Define what a tax is and the purposes for taxes and with the help of their teachers and parents, give examples of different kinds of taxes (such as property, sales or income taxes).
- ◆ Define barter, give examples of bartering (e.g. trading baseball cards with each other) and explain how money makes it easier for people to get things they want than barter.

CIVICS AND GOVERNMENT

- ◆ Give examples of why it is necessary for communities to have governments (e.g. governments provide order and protect rights. (H)
- ◆ Identify the Declaration of Independence, the Constitution and the Bill of Rights as key American documents.
- ◆ After reading a biography of a historical person from Massachusetts, summarize the person's life and achievements.

SCIENCE

EARTH & SPACE SCIENCE

- ◆ Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains).

- ◆ Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
- ◆ Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.
- ◆ Recognize that the earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.
- ◆ Recognize that the earth revolves around (orbits) the sun in a year’s time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.
- ◆ Describe the changes that occur in the observable shape of the moon over the course of a month.

LIFE SCIENCE (BIOLOGY)

- ◆ Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.
- ◆ Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.
- ◆ Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).
- ◆ Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.
- ◆ Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers

PHYSICAL SCIENCE:

- ◆ Differentiate between properties of objects (e.g., size, shape, weight) and properties of materials (e.g., color, texture, hardness).
- ◆ Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.
- ◆ Describe how water can be changed from one state to another by adding or taking away heat.

ART

MEDIA, MATERIALS AND TECHNIQUES

- ◆ Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles and yarns and practice how to use them to produce different visual effects.
- ◆ Understand and create artwork in a variety of two dimensional (2D) and three dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials, such as clay and paper, wood or found objects for assemblage and construction.
- ◆ Learn and practice appropriate vocabulary related to methods, materials and techniques.
- ◆ Learn to take care of materials and tools and use them safely.

ELEMENTS AND PRINCIPLES OF DESIGN

- ◆ Explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork. Explore how color can convey mood and emotion. For example, students mix light and dark values of colors and predict the results of overlapping and primary colors.
- ◆ Explore the use of line in 2D and 3D work. Identify a wide variety of types of lines in the environment and in artwork. For example, students take a walk around the school and note jagged, straight, curved, thick and thin lines.
- ◆ Explore the use of texture in 2D and 3D works. Identify a wide variety of types of textures, for example, smooth, rough and bumpy in the environment and artwork. Create representations of textures in drawings, paintings, rubbings and relief.
- ◆ Explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes, for example, circles, squares, triangles and forms, for example, spheres, cones, cubes in the environment and in artwork.
- ◆ Explore the use of patterns and symmetrical forms and shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and in artwork. Demonstrate ways in which patterns and symmetrical shapes may be found. For example, student folds and cuts paper to achieve symmetry or makes printed patterns.
- ◆ Explore composition by creating artwork with a center of interest, repetition and/or balance. Demonstrate an understanding of foreground, middle ground and background. Define and identify occurrences of balance, rhythm, repetition, variety and emphasis.

OBSERVATION, ABSTRACTION, INVENTION AND EXPRESSION

- ◆ Create 2D and 3D artwork from direct observation. For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses or sketches of the class pet having a snack or nap.

- ◆ Create 2D and 3D expressive artwork that explores abstraction. For example, a student simplifies an image by making decisions about essential colors, lines or textures.
- ◆ Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy. For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

DRAFTING, REVISING AND EXHIBITING

- ◆ Select a work or works created during the year and discuss them with a parent, classmate or teacher, explaining how the work was made and why it was chosen for discussion. For example, a third grader chooses a painting and tells how she mixed colors and talks about deliberate choices she made.
- ◆ Select works for exhibition and work as a group to create a display.
- ◆ As a class, develop and use criteria for informal classroom discussions about art.

CRITICAL RESPONSE

- ◆ In the course of making and viewing art, learn ways of discussing it, such as by making a list of all the images seen in artwork (visual inventory), and identifying kinds of color, line, texture, shapes and forms in the work.
- ◆ Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography and film.
- ◆ Observe and describe similarities and differences in works, and present personal responses to the subject matter, materials, styles, techniques and use of design elements in artworks.
- ◆ Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.

MUSIC

PERFORMANCE SKILLS

- ◆ Produce a steady beat; use whole note rhythm; match pitch, hold part when performing in harmony, further work with singing syllables (solfège); play instrument parts in increasingly complex melodies; expand movement repertoire from simple set and folk dances.

MUSICAL CONCEPTS

- ◆ Read notes on treble clef staff as well as leger lines on barred instruments;
- ◆ Use dynamic levels in phrasing as well proper tempo and expression;
- ◆ Be familiar with ABA, rondo and ballet form;
- ◆ Define and give examples of rhythm and beat as well as pitch;
- ◆ Learn music vocabulary of the elements of music;
- ◆ Define harmony, rounds;
- ◆ Understand 2/4 and 4/4 meter;
- ◆ Know historical background of The Nutcracker.
- ◆ Identify families of instruments.

CREATING

- ◆ Improvise in large and small group settings as a necessary step in composition
- ◆ Compose a 16 beat recorder composition
- ◆ Continue to move appropriately in mood and style to a piece
- ◆ Perform student compositions

PHYSICAL EDUCATION

Individual Body Management Dance: Locomotor/Non-locomotor

- ◆ Understand that the body changes during various physical activities.
- ◆ Demonstrate a special awareness and movement control during activity.
- ◆ Demonstrate mature characteristics of locomotor skills.

Individual Body Management: Manipulative Activities

- ◆ Demonstrate the ability to manipulate an object using continuous motion.
- ◆ Demonstrate the ability to strike an object with various equipment and body parts.
- ◆ Demonstrate characteristics of a mature throw.

- ◆ Understand feelings of success and failure and accept them in a mature manner.

Individual Body Management: Dance

- ◆ Demonstrate a willingness to try new activities.
- ◆ Demonstrate the ability to move in time to music.
- ◆ Demonstrate the ability to move the body through a full range of motion.

Individual Body Management: Gymnastics

- ◆ Demonstrate the ability to support one's body weight for climbing, hanging or traveling on apparatus.
- ◆ Demonstrate the ability to balance, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts.
- ◆ Demonstrate the ability to use equipment safely and properly.
- ◆ Demonstrate a willingness to practice specific skills assigned by the instructor.
- ◆ Demonstrate the ability to share the use of equipment.

Individual Body Management: Group Interaction, Tagging Skills, Offense/Defense Skills

- ◆ Demonstrate the ability to sustain activity for longer periods of time.
- ◆ Demonstrate the ability to chase, flee, or dodge.

Individual Body Management: Group Interactions - Educational and Cooperative

- ◆ Participate in activities that promote educational and cooperative games.
- ◆ Demonstrate the ability to perform gross motor activity of a moderate to vigorous nature.
- ◆ Demonstrate the ability to share and observe others in a mature way.