

Third Grade NYS Standards Overview



Welcome to third grade. This overview, aligned with the New York State standards, is intended to provide you with a better understanding of what is expected of your child this year. We look forward to working together with you to guarantee that your child will have a positive educational experience.

English Language Arts – ELA



Reading Standards (Literary and Informational Text)

Key Ideas and Details

1. Develop and answer questions to locate relevant and specific details in a text to support an answer or inference
2. Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text
3. In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect

Craft and Structure

4. Determine the meaning of words, phrases, figurative language, and academic content-specific words
5. In literary texts, identify parts of stories, dramas, and poems using terms such as *chapter*, *scene*, and *stanza*. In informational texts, identify and use text features to build comprehension
6. Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text

Integration of Knowledge and Ideas

7. Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur)
8. Explain how claims in a text are supported by relevant reasons and evidence
9. Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations

Reading Standards (Foundational Skills)

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and suffixes
 - b. Decode multi-syllabic words
 - c. Identify, know the meanings of, and decode words with suffixes
 - d. Recognize and read grade-appropriate irregularly spelled words

Fluency

2. Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings

- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards



Text Types and Purposes

1. Write an argument to support claim(s), using clear reasons and relevant evidence
 - a. Introduce a claim, supported by details, and organize the reasons and evidence logically
 - b. Use precise language and content-specific vocabulary
 - c. Use linking words and phrases to connect ideas within categories of information
 - d. Provide a concluding statement or section
2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject
 - a. Introduce a topic and organize related information together
 - b. Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension
 - c. Use precise language and content-specific vocabulary
 - d. Use linking words and phrases to connect ideas within categories of information
 - e. Provide a concluding statement or section
3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
 - a. Establish a situation and introduce a narrator and/or characters
 - b. Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
 - c. Use temporal words and phrases to signal event order
 - d. Provide a conclusion
4. Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other)

Research to Build and Present Knowledge

5. Conduct research to answer questions, including self-generated questions, and to build knowledge
6. Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others
 - a. Come to discussions having read or studies required material; draw on that preparation and other information known about the topic to explore ideas under discussion
 - b. Follow agreed-upon norms for discussion by actively listening, taking turns, and staying on topic
 - c. Ask questions to check understanding of information presented and link comments to the remarks of others
 - d. Explain their own ideas and understanding of the discussion
 - e. Consider individual differences when communicating with others
2. Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral)
3. Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail

Presentation of Knowledge and Ideas

4. 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
5. Include digital media and/or visual displays in presentations to emphasize certain facts or details
6. Identify contexts that call for academic English or informal discourse

Language Standards

Conventions of Academic English/Language for Learning

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

Knowledge of Language

3. Recognize the differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing
 - a. Choose words or phrases for effect
 - b. Recognize and observe differences between the conventions of spoken and written standard English

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:
 - a. Use sentence-level context as a clue to the meaning of a word or phrase
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*)
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*)
 - d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases
5. Demonstrate understanding of word relationships and nuances in word meanings
 - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*)
 - b. Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or *helpful*)
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*)
6. Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went out for dessert*)



MATHEMATICS

New York State standards in Mathematics require that students focus on understanding concepts, be fluent in basic skills, and be able to apply problem solving strategies. The Standards of Mathematical Practices describe ways in which students should engage with the subject matter as they grow in mathematical maturity and expertise.

Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Operations and Algebraic Thinking

1. Represent and solve problems involving multiplication and division
2. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
3. Understand properties of multiplication and the relationship between multiplication and division
4. Multiply and divide within 100.
5. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division
6. Solve two-step word problems using the four operations
7. Identify arithmetic patterns and explain using properties of operations

Number and Operations in Base Ten

1. Use place value understanding and properties of operations to perform multi-digit arithmetic
2. Use place value understanding to round whole numbers to the nearest 10 or 100
3. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
4. Multiply 1-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations

Number and Operations – Fractions

1. Develop understanding of fractions as numbers.
2. Understand a fraction $\frac{1}{b}$ as the quantity formed by one part when a whole is partitioned into b equal parts
3. Understand a fraction as a number on the number line
4. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size

Measurement and Data

1. Tell and write time to the nearest minute and measure time intervals in minutes
2. Measure and estimate liquid volumes and masses of objects using standard metric units
3. Represent and interpret data
4. Recognize area as an attribute of plane figures and understand concepts of area measurement
5. Measure areas by counting unit squares
6. Relate area to the operations of multiplication and addition.
7. Solve real world and mathematical problems involving perimeters and areas of polygons

Geometry

1. Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category
2. Partition shapes into parts with equal areas

SOCIAL STUDIES



Students study communities throughout the world. Students will begin to compare the roles of citizenship and the kinds of governments found in various world communities.

History

Communities around the world and how they change; important events and their place in time

Geography

Location of world communities; people depending on and modifying their physical environments; location of land, oceans, and communities on maps and globes

Economics

Challenge of meeting needs and wants in world communities; economic decision making in world communities based on goods and services they need and produce

Culture and Society

Families and traditions differ in world communities, cultures and civilizations around the world; physical, human, and cultural characteristics of world communities; symbols of citizenship in world communities

Government

People making and changing rules and laws; governments around the world and how they differ when solving problems, making decisions, choosing leaders, resolving conflict

Social Studies Practices

A. Gathering, Interpreting, and Using Evidence

1. Develop questions about a world community.
2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.
4. Identify arguments of others.
5. Identify inferences.
6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how three or more events are related to one another.
2. Employ mathematical skills to measure time in years and centuries.
3. Identify causes and effects, using examples from his/her life or from a current event or history.
4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
5. Recognize continuity and change over periods of time.
6. Recognize periods of time, such as decades and centuries.
7. Recognize and identify patterns of continuity and change in world communities.

C. Comparison and Contextualization

1. Identify a world region by describing a characteristic that places within it have in common.
2. Identify multiple perspectives by comparing and contrasting points of view in differing world communities.
3. Describe a historical event in a world community.
4. Recognize the relationship between geography, economics, and history in world communities.
5. Describe a historical development in a world community, using specific details, including time and place.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).
3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
4. Recognize a process that applies to population, and a resulting pattern.
5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.
2. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.
3. Identify the products found in world communities and the various ways people in those communities pay for products.
4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.
5. Explore the types of governments in world communities and services they provide to citizens.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
2. Participate in activities that focus on a classroom, school, or world community issue or problem.
3. Identify different types of political systems found in world communities.

4. Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required and suggest actions.
7. Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.
8. Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.

SCIENCE



Opportunities are provided for students to obtain a high-quality science education in Life Science, Physical Science, and Earth & Space Science through three-dimensional learning. Students will engage in science and engineering practices, acquire sufficient core content knowledge, and make connections of science across other disciplines.

Forces and Interactions

1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion
3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
4. Define a simple design problem that can be solved by applying scientific ideas about magnets

Interdependent Relationships in Ecosystems

1. Construct an argument that some animals form groups that help members survive
2. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change

Inheritance and Variation of Traits: Life Cycles and Traits

1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death

2. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms
3. Use evidence to support the explanation that traits can be influenced by the environment
4. 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

Weather and Climate

1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
2. Obtain and combine information to describe climates in different regions of the world
3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard
4. Plan and conduct an investigation to determine the connections between weather and water processes in Earth

3-5 Engineering Design

1. Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost
2. 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
3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

TECHNOLOGY



Computer technology is integrated into the classroom and into the curriculum to support student learning, maximize individual achievement, and enhance teacher productivity. Students should be both comfortable with and adept to using computer technology, adjust to technology as it changes, and be able to use it as a tool to manipulate information and solve problems.

SPECIAL AREAS

Music, art, physical education, and library media are important parts of the educational experience. Active, hands-on experience is provided and students are encouraged to express themselves and communicate through the various subject area media.

Health and Physical Education



Personal Health and Fitness

1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health
2. Students will understand the basics of offensive and defensive play
3. Students will demonstrate fair play and good sportsmanship

A Safe and Healthy Environment

1. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

The Arts

Music (Creating, Performing, Responding, Connecting)



1. Students will read the lines and spaces of the treble clef
2. Students will identify time signature
3. Students will demonstrate rhythms which include combinations of whole notes, dotted half notes, half notes, quarter notes and eighth notes
4. Students will identify step, skip, and repeated notes
5. Students will develop a repertoire of age appropriate and seasonal songs

Visual/Media Arts (Creating, Presenting/Producing, Responding, Connecting)

1. Students will create artwork utilizing elements and principles of design
2. Students will know the laws of perspective
3. Students will understand the use of color texture and variations of line
4. Students will respond critically to works of art

Library

Information Literacy

1. Student accesses information efficiently using the table of contents, index, and glossary
2. Identify and use a variety of paper and electronic reference sources
3. Students understand the Dewey Decimal System

Independent Learning

1. Student pursues information related to research and personal interests
2. Recognize a variety of literary genres
3. Distinguish between fact and opinion

