



# GRADE 3

Grade 3 students in BCSD are screened three times per year for literacy and mathematics to ensure that they are on track for proficiency.

## Grade 3 Literacy Screening Measures

- Guided Reading Assessment (GRA)  
measures oral reading and reading comprehension
- Word Knowledge Assessment  
measures skills in phonological awareness and phonics (spelling)
- Being a Writer Assessment  
measures students' ability to clearly describe an event in their lives
- i-Ready Reading  
a comprehensive assessment and instruction program that tracks development in the following areas: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension: Literature & Informational Text

## Grade 3 Math Screening Measures

- i-Ready Math  
a comprehensive assessment and instruction program that tracks development in the following areas: Number and Operations, Algebra & Algebraic Thinking, Measurement & Data, and Geometry
- Math Module Assessments  
periodic assessments to measure progress toward standards

If screening results indicate that students are at risk of not achieving proficiency in a certain area, they will receive differentiated instruction in the specific areas in need of reinforcement during a Reading and Math WIN (What-I-Need) time each day.

**Students take State Assessments in English Language Arts and Mathematics beginning in grade 3.**



Office of Curriculum and Instruction  
Batavia City School District

## GRADE LEVEL EXPECTATIONS

New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also additional skills that a well-rounded student should possess. Listed below are examples of Batavia City School District's academic expectations for third grade students. These should be viewed holistically and are not meant to determine promotion or retention; a student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skills development.

### READING

- Read words with more than two syllables
- Know common prefixes (e.g., mis-, pre-, re-) & suffixes (e.g., -ful, -ible, -ous)
- Read grade-level prose & poetry with accuracy, appropriate rate, expression
- Locate relevant & specific details in a text to support an answer or inference
- Determine a text's theme or main idea and how key details support these
- Understand text structures (e.g., compare/contrast, cause/effect, sequence)
- Retell stories, fables, folktales, myths; connect key details to central message
- Describe how characters contribute to the events in a story
- Distinguish personal point of view from that of the author or the characters
- Explain how illustrations or text features contribute to meaning (e.g., create mood, emphasize character or setting, etc.)
- Read and understand grade 3 literature and informational texts

### WRITING AND LANGUAGE

- Follow grade-appropriate conventions of English grammar, usage
- Use patterns, rules and generalizations to spell
- Use grade-appropriate punctuation (e.g., commas, apostrophes, quotations)
- Use linking (e.g., therefore, another) & temporal (e.g., before, after) words
- Write opinion pieces with reasons and a concluding statement
- Write informative pieces with a topic, facts, and a concluding statement
- Write narratives using narrators, dialogue, and descriptions
- Conduct short research projects

### VOCABULARY

- Use context & word parts (prefix, suffix, root) to determine word meaning
- Distinguish the literal and nonliteral meanings of words (e.g., take steps)
- Use academic (e.g., determine) and subject specific words (e.g., climate)

### LISTENING & SPEAKING

- Follow established rules to engage effectively in a range of discussions
- Ask and answer questions about information from a speaker
- Recount key ideas and details from texts read aloud
- Speak in complete sentences as appropriate to situation

### MATH

**Grade Level Fluencies:** Multiply and divide within 100; add and subtract within 1000

#### **Geometry:**

- Reason with shapes and their attributes

#### **Operations and Algebraic Thinking:**

- Represent and solve problems involving multiplication and division
- Know multiplication properties, the relationship between multiplication/division
- Multiply and divide within 100
- Solve problems involving the four operations; explain arithmetic patterns

#### **Number and Operations in Base Ten:**

- Perform multi-digit arithmetic using knowledge of place value, properties of operations

#### **Number and Operations (Fractions):**

- Develop understanding of fractions as numbers

#### **Measurement and Data:**

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represent and interpret data
- Geometric measurement:
  - understand concepts of area; relate area to multiplication, addition
  - recognize perimeter as an attribute of plane figures; distinguish between linear and area measures

#### **SCIENCE**

- Understand Living Environment and/or the Physical Setting concepts: water unit; habitats; lifting heavy things; energy
- Use scientific equipment to take scientific measurements, including units
- Recognize that objects have properties that can be observed, described, and/or measured (e.g., length, width, volume, size, etc.)
- Make measurements using nonstandard units & standard metric units
- Use inquiry to demonstrate understanding of the scientific process & concepts

#### **SOCIAL STUDIES**

- Begin to understand the concepts of global citizenship and human rights
- Examine the social organizations, traditions, languages, arts, religions, forms of government, and economic systems in different communities
- Understand types of maps and map features such as scale, key, orientation, grid
- Identify how people adapt to and modify their environment to meet their needs
- Examine how cultures exchange and transfer ideas, beliefs, technologies, goods

#### **STEAM**

- List

#### **ART**

- Make independent decisions guided by Elements/Principles of Art
- Recognize and use art vocabulary to discuss formal qualities in personal and famous artworks
- Create artwork from: close observation of familiar objects, visualization, concepts and ideas from other curriculum areas
- Develop technical skills & select materials/tools/media that serve creative intent
- Examine, reflect, interpret artwork, making & explaining inferences
- Explore, explain art/history relationships between different cultures, art movements and artists' styles
- "Read" artwork as visual text: identify main ideas, and explain using art vocabulary

#### **MUSIC**

- General Music at JK Intermediate involves a variety of lessons and activities that focus on the elements and language of music as well as the enjoyment that it brings to everyone.
- Children are taught music like a language by developing a solid listening vocabulary in music first in order to then develop an adequate speaking vocabulary.
- Students will hear the whole language of music, with its wide variety of tonalities, meters, timbres, tempos, and styles.
- Students learn the concepts and language of music through various modes of performance; singing, moving, chanting, playing instruments, music reading, and listening.
- The skills learned prepare students to be meaningful and active participants in various music settings with an understanding of the language of music as their foundation.

#### **PHYSICAL EDUCATION**

- Perform basic motor, manipulative and rhythmic skills.
- Show competence in a variety of physical activities and fitness activities.
- Demonstrate personal and social behavior that is safe, responsible and appropriate.
- Demonstrate the ability to be a responsible member of a team or a group.

## **GRADE 3**

### **TIPS FOR PARENTS**

Set aside daily time for reading. Children reading on grade level should select chapter books. Ask your student questions about the book s/he has chosen.

Encourage students to select informational books about science, history, art, music, and famous people. Building background knowledge supports comprehension.

Expect students to write daily using strategies they are learning in school.

Practice analogies (farmer is to plow as doctor is to stethoscope).

Learn new words every day.

Practice basic math facts by posing problems to solve mentally; expect a quick response.

Involve your student in tasks at home that require math like cooking, measuring, building, etc.

Allow students to make mistakes and problem-solve better solutions.



