



# What Your Child Will Learn in Third Grade

## **Greetings Third Grade Parents!**

In Harford County Public Schools (HCPS), we are committed to ensuring that every child graduates having received an outstanding education. We know that you as parents are integral to this process and want you to know the role that the Maryland College and Career-Ready Standards (MCCRS) serve in the implementation of our curriculum.

## **How do the MCCRS relate to the Common Core State Standards?**

In school year 2013-2014, Maryland implemented the MCCRS in all schools across the state. Maryland's new standards are based on the Common Core State Standards (CCSS), a set of consistent, high-quality academic goals in English language arts and mathematics, adopted by Maryland and more than 40 other states. The MCCRS define the knowledge and skills all students should master by the end of each grade level in order to graduate from high school fully prepared to enter college and the workforce.

## **What is the connection between the MCCRS and the HCPS curriculum?**

The MCCRS guide HCPS instructional leaders to develop and refine curriculum so that teachers consistently create lessons that give our students the most essential knowledge and skills they need to progress academically.

## **What will lessons look like in the classroom?**

Teachers are encouraged to create engaging and interactive lessons, integrating technology when appropriate. Our teachers provide the best environment for learning so that our children grow as learners but also gain the content and skills necessary to become productive members of our workforce and society.

## **How do the MCCRS affect all content areas?**

The MCCRS clearly define benchmarks for learning in reading, writing, and mathematics. The literacy expectations for English language arts are clearly outlined, but just as importantly, so are the expectations for literacy in all content areas. For students to be college and career ready, they must be proficient in reading and writing complex informational and technical texts. This means that instruction in EVERY classroom focuses on both the critical content as well as the reading and writing skills necessary to demonstrate a comprehensive understanding of that discipline.

## **How can you support your child at home?**

As you review this brochure, think about ways you can support your child's learning at home. We need your help as we implement our curriculum and hold students to the highest standards of academic performance. Through a strong partnership with you, we will ensure that your child is fully prepared for success in school, work, and life.

# A Sample of What Your Child Will Learn

## ENGLISH LANGUAGE ARTS

### Reading

- Decode words with multiple syllables.
- Ask and answer questions about a text, referring directly to the text to answer the questions.
- Recount stories from diverse cultures and determine the central message or lesson.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Distinguish their own point of view from that of the narrator, the characters, or the author.
- Use text features to locate information.

### Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text, state an opinion, support the opinion, and provide a concluding statement.
- Write informative texts to examine a topic. Introduce the topic clearly, group related information, and include illustrations to aid comprehension. Develop the topic with details and provide a concluding section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Speaking/Listening

- Engage effectively in collaborative discussions.
- Determine the main ideas and supporting details of text read aloud or information presented in diverse media and formats.

### Language

- Produce simple, compound, and complex sentences.
- Use correct capitalization and end punctuation.
- Use commas and quotation marks in dialogue.
- Use conventional spelling for high frequency words.
- Demonstrate an understanding of word relationships.

## MATHEMATICS

### Algebra, Patterns, and Functions

- Identify, describe, extend, and create a variety of non-numeric and numeric patterns.
- Express numeric relationships using  $<$ ,  $>$ , and  $=$ .
- Plot points on a number line to represent whole numbers/fractions with denominators of 2, 3, 4.

### Number Relationships and Operations

- Name and write numbers to 100,000.
- Compare numbers using  $=$ ,  $\neq$ ,  $<$ , and  $>$ .
- Determine the simplest combination of coins and bills with amounts to \$100,000.
- Identify and write fractions with denominators of 2, 3, 4, 5, 8, and 10.
- Add and subtract two- and three-digit numbers with regrouping.

### Geometry

- Describe characteristics of shapes including congruency, similarity, and symmetry.
- Identify, label, and construct points, line segments, rays, and angles.
- Identify characteristics of polygons; distinguish among similar, congruent, and symmetrical figures.

### Measurement

- Measure to the  $\frac{1}{2}$  inch.
- Read temperatures in Fahrenheit and Celsius.
- Tell time to the minute.

### Data Analysis and Probability

- Collect, organize, and display data for given situations.
- Make and analyze data in tables, pictographs, bar graphs, and line plots.
- Organize and analyze collected data.

### Mathematical Practices

- Make sense of and persevere in solving problems.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics, use appropriate tools strategically, and attend to precision.
- Look for and make use of structure as well as express regularity in repeated reasoning.

# A Sample of What Your Child Will Learn

## SCIENCE

### Construct Knowledge

- Gather information and provide evidence about the physical environment, becoming familiar with the details of geological features, observing and mapping locations of hills, valleys, rivers, and canyons.
- Recognize and describe that water can be found as a liquid or a solid on the Earth's surface and as a gas in the Earth's atmosphere.
- Explore the world of minute living things to describe what they look like, how they live, and how they interact with their environment.
- Recognize that materials continue to exist even though they change from one form to another.
- Identify and describe structures of objects too small to be seen clearly with the unaided eye.

### Apply Evidence and Reasoning

- Identify ways to classify objects using supporting evidence from investigations of observable properties.
- Cite evidence from observations to describe the motion of an object using position and speed.
- Explain that changes in the ways objects move are caused by forces.
- Identify and describe the sources and uses of electricity in daily life.
- Identify and describe the relationship between a sound and the vibrations that produce it.

### Understand and Use Technology

- Gather and question data from many different forms of scientific investigations which include reviewing appropriate print resources, observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
- Recognize that clear communication is an essential part of doing science because it enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
- Investigate a variety of mechanical systems and analyze the relationship among the parts
- Examine and modify models and discuss their limitations.

## SOCIAL STUDIES

### History

- Examine differences between past and present time.
- Investigate how people lived in the past using a variety of primary and secondary sources.

### Geography

- Use geographic tools to locate and construct meaning about places on Earth.
- Compare place and regions around the world using geographic characteristics.
- 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.

### Economics

- Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.
- Examine the production process.
- Examine how technology affects the way people live, work, and play.
- Describe different types of markets.
- Identify goods and services provided by the government and paid for by taxes.
- Describe how consumers acquire goods and services.

### Political Science

- Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services.
- Explain how certain practices are connected with the democratic principles of being a citizen.
- Explain how people and events contributed to the American political system.
- Analyze the role of individual and group participation in creating a supportive community.
- Explain the rights and responsibilities of being a member of the school and community.

# A Sample of What Your Child Will Learn

## UNIFIED ARTS

### Art

- Use established criteria, including the art elements and principles of design taught in Grade 3, to analyze and critique artworks.
- Differentiate the use of selected techniques, processes, and materials used in the visual arts.
- Create artwork that explores the art elements and principles of design taught in Grade 3 to communicate ideas.

### Media

- Use a variety of methods to form connections with works of literature (two units: folklore and biographies).
- Use the call numbers, the Dewey Decimal System, the arrangement of sections, and online catalog searches to locate resources in the library media center.
- Identify safe online practices.
- Use keywords and text features to gather, record and organize information with assistance while using a variety of presentations and acknowledging sources of information using his/her own work.

### Music

- Respond to sounds through listening, performing, reading formal symbols, forms and movements.
- Explore the relationship of music to dance, theater, the visual arts, and other disciplines.
- Participate in activities representing various cultures, holidays and historical events, and explores the roles of music in the lives of people.
- Create and perform music through improvisation and composition.
- Evaluate musical compositions using established criteria, including music vocabulary.

### Physical Education

- Perform a mature overhand throw for accuracy.
- Identify the Fitness, Intensity, Time, Type (FITT) guidelines for a lifetime of health.
- Identify the qualities of good sportsmanship.
- Accurately complete a peer assessment to provide feedback for skill improvement.
- Create an individual movement pattern using locomotor and non-locomotor movements.

#### *A Message from the Superintendent:*

*In third grade, the expectations for your child's academic learning continue to grow. Look for your child to have more reading assignments based on real-life events, such as biographies, articles, and historical stories. Know what non-fiction books are grade-level appropriate and make sure your child has access to such books. Ask your child to provide evidence in every day discussions. Encourage writing at home and even write together providing evidence and details to support your thinking. Continue to expose your child to real-world math, asking them the time or having them help you count the change at the grocery store check-out counter. Save some energy for the regular end-of-day homework check.*

*Barbara Canavan*



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