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## School Readiness What Students Should Know and Be Able to Do at the End of the 3rd Grade



### Reading/English Language Arts *Based on the Maryland College and Career-Ready Standards*

- Read a wide range of stories and describe how a story teaches a lesson
- Describe characters in a story and how their actions contributed to events
- Read texts about history, social studies, or science and answer questions about what they learned
- Refer to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Learn the rules of spoken and written English
- Learn and use new words, including words related to specific subjects
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Give a class presentation on a topic or tell a story using relevant facts and details and speaking clearly
- Write stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Gather information from books, articles, and online sources to build understanding of a topic
- Write research or opinion papers over extended periods of time

### Mathematics

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Fluently multiply and divide within 100
- Solve problems involving the four operations and identify patterns in arithmetic

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Develop understanding of fractions as numbers

Represent fraction models and show fractions on a number line

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

Represent and interpret data

Understand concepts of area and relate area to multiplication and addition

Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

### Science

#### *Next Generation Science Standards (NGSS)*

Students should be able to use the 3-Dimensions of the NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Cross-Cutting Concepts) to unpack and explain relevant grade-level phenomena

Make a claim of a design-solution that reduces the impact of weather-related hazards

Investigate the effects of balanced and unbalanced forces on the motion of an object

Solve a problem by applying scientific ideas about magnets

Develop models to describe how organisms have unique and diverse life cycles

Construct an explanation about how individual characteristics provide advantages for survival, mating and reproducing

Make a claim to a solution for problem solving environmental changes and types of plant and animals that live there

Analyze and interpret data from fossils that lived long ago

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### Social Studies

Examine primary and secondary sources to write about how people lived in the past

Learn about the benefits of living in a diverse community and explore the commonalities and difference of these communities and cultures around the world using nonfiction text and through participating in discussions

Identify, locate, and compare places around the world using geographic characteristics to write about how these factors affect how people live

Investigate how economic concepts about the production and consumption of goods and services using nonfiction text to participate in classroom discussions