Beacon Hill Preparatory School

18001 N.W. 22nd Avenue
Miami, FL 33056
(305) 624-1600
www.beaconhillschool.com

Third Grade
GOALS AND EXPECTATIONS

The Common Core Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

About the Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

ENGLISH LANGUAGE ARTS

Literature

Student will be able to:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables and folktales and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

Student will be able to:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skill in decoding words.
    a. Identify and know the meaning of the most common prefixes and derivational suffixes.
    b. Decode words with common Latin suffixes.
    c. Decode multi-syllable words.
    d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read on-level text with purpose and understanding.
    b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Student will be able to:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
    a. Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.
    b. Provide reasons that support the opinion.
    c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
    d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
    b. Develop the topic with facts, definitions, and details.
    c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    b. Use dialogue and 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 sense of closure.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from provided sources; take brief notes on sources and sort evidence into provided categories.
9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   b. Form and use regular and irregular plural nouns.
   c. Use abstract nouns (e.g., childhood).
   d. Form and use regular and irregular verbs.
   e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   f. Ensure subject-verb and pronoun-antecedent agreement.
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   h. Use coordinating and subordinating conjunctions.
   i. Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize appropriate words in titles.
    b. Use commas in addresses.
    c. Use commas and quotation marks in dialogue.
    d. Form and use possessives.
    e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
    f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
    g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases for effect.
    b. Recognize and observe differences between the conventions of spoken and written standard English.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
    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 new affix is added to a know 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 and beginning dictionaries, both print and digital, to determine or clarify the 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. Identify real-life 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.

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SOCIAL STUDIES AND SCIENCE

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Social Studies

Student will:

1. Identify varieties of communities.
2. Recognize features of Earth's land and water.
3. Describe the environment and cultures of early Native American communities.
4. Describe early communities in American and Canadian history.
5. Identify reasons that immigrants settled in the United States.
6. Describe immigrant communities.
7. Identify features and functions of local, state, and national governments.
8. Name rights and responsibilities of active citizens of a community.
9. Describe economics of community and daily uses of money.
10. Identify producers, consumers, and key characteristics of communities and trade.

Science

Student will:

1. Classify animals.
2. Describe the life cycles of plants and animals.
3. Identify the basic needs of animals.
4. Describe animal adaptations and their role in species survival.
5. Identify the features of Earth's surface.
6. Identify natural resources and describe measures to protect them.
7. Identify the stages of the water cycle.
8. Describe features of our solar system.
9. Describe physical properties of matter.
10. Examine properties of heat, temperature, and light.

MATHEMATICS

Instructional time will focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with a numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Mathematical Practices

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

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expresses as 5 x 7.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number shares or a number of groups can be expressed as 56 ÷ 8.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also know. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)
6. Understand that division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity (variable). Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9. Identify arithmetic patterns (including patters in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Number and Operation in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. 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.

3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

Number and Operations – Fractions

Develop understanding of fractions as numbers.

1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
   a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
   b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
   a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on the number line.
   b. Recognize and generate simple equivalent fractions, e.g., ½ = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
   c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
   d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., using a visual fraction model.

Measurement and Data

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

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal axis is marked off in appropriate units – whole numbers, halves, or quarters.

Geometric Measurement: understand concepts of area and relate area to multiplication and addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

   A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

   A plan figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units.
7. Relate area to the operations of multiplication and addition.
   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including the perimeter give the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ of the area of the shape.