Office of Instruction Buffalo Public Schools

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 Buffalo Public Schools' 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., *chrysalis*)

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

Grade 3

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

Grade 3 Literacy Screening Measures

- Oral Reading Fluency (ORF) measures ability to read text aloud with accuracy and appropriate pacing.
- Nonsense Word Fluency (NWF) measures students' understanding that spoken sounds are represented by specific letters in print (e.g., the sound /k/ is usually spelled with a c, or k). NWF uses letter combinations that students have never seen before to test application (e.g., toz)
- Word Reading Fluency (WRF) measures ability to read sight words aloud with accuracy and appropriate pacing.
- MAZE is a group administered measure of reading comprehension.

Students in grade 3 also use a computer based adaptive diagnostic that assesses vocabulary and comprehension.

If screening results indicate that a student is at risk of not achieving proficiency, teachers will administer a diagnostic assessment to help determine specific areas in need of reinforcement.

Grade 3 Math Screening Measure Short, computer adaptive diagnostic

four domains:

assessment that is used to screen in

- Algebra and Algebraic Thinking
- Measurement and Data
- Number and Operations
- Geometry

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

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 sorting assigned spelling words into patterns (e.g., three letter blends: *scr-, thr-*)

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.

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
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations; and identify and extend patterns in arithmetic

Number and Operations in Base Ten

- Use place value and properties of operations to preform multi-diget arithmetic

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 and addition
  - recognize perimeter as an attribute of plane figures and 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

ART

- Make independent decisions guided by Elements/Principles of Art
- 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

MUSIC

- Maintain tone, pitch, rhythm, tempo and dynamics while singing
- Describe music in terms such as melody, rhythm, harmony, form & style
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal and social behavior