WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

GRADE 3

OFFICE OF INSTRUCTION

GRADE LEVEL EXPECTATIONS

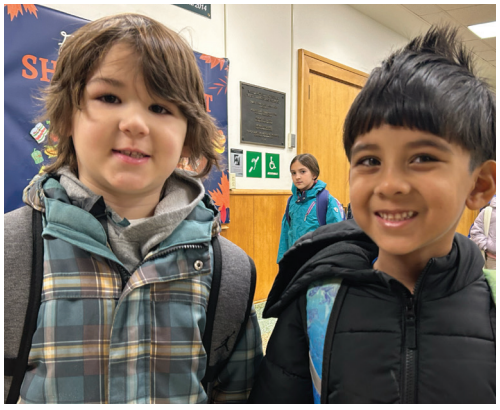
New York State learning standards outline what students should know and be able to do by the end of third grade while fostering independence, critical thinking, communication, creativity, and collaboration. During third grade, students transition from learning to read to reading to learn as they apply foundational skills to more complex academic content across all subject areas. The skills identified below represent a consolidated list of the most important grade-level learning priorities. They are not intended to represent a comprehensive list of all standards or content taught during third grade. Instruction encompasses the full range of New York State grade-level standards across all subject areas.

ENGLISH LANGUAGE ARTS (ELA)

- Apply learning when distinguishing between literal and non-literal language (metaphors and idioms), describing character traits, and determining the main idea/central message of complex informational and narrative texts.
- Describe the logical connection between a series of historical events, scientific ideas, or steps in technical procedures.
- Apply text evidence when answering questions and distinguish their own perspectives from the author, narrator or character.
- Engage in the full writing process across three primary text types: opinion, informative and narrative with a focus on organization for a specific purpose.
- Develop decoding and fluency through the study of multisyllabic words and morphology.
- Produce simple, compound, and complex sentences; distinguish between fragments and run-ons.
- Apply knowledge of prefixes and suffixes to determine word meanings.
- Develop understanding of complex grammar, including abstract nouns, irregular verbs, and subject-verb agreement.

MATH

- Read, write, and round whole numbers using place value through the thousands.
- Fluently add, subtract, multiply, and divide using efficient strategies and algorithms.
- Represent multiplication and division relationships using models, equations, and number patterns.
- Solve one- and two-step problems involving all four operations.
- Demonstrate an understanding of fractions by modeling, naming, comparing, and locating them on a number line.
- Find area and perimeter, classify polygons, interpret data displays, and tell time to the nearest minute.



SCIENCE

- Analyze how balanced and unbalanced forces affect object motion and explore magnetic and electric interactions.
- Compare diverse plant and animal life cycles and examine how traits are inherited from parents or influenced by the environment.
- Investigate how physical adaptations and group behaviors help organisms survive, and how environmental changes impact living things.
- Examine fossils to gather evidence about ancient organisms and what Earth's environments were like long ago.
- Track local weather data to reveal seasonal patterns and compare climate conditions across different regions of the world.
- Design and evaluate practical engineering solutions to reduce the impacts of severe weather-related hazards on communities.

SCREENING

- Grade-level assessments are designed to measure student progress, guide instruction, and ensure students receive the appropriate resources and support to meet grade-level expectations.
- Reading: The Aimsweb Universal Screener is utilized three times per year to assess each of the following: oral reading fluency, vocabulary, and reading comprehension.
- Math: The Aimsweb Concepts and Applications (M-CAP) test is a brief, standardized assessment measuring general math understanding, higher-order thinking, and multi-step problem solving for grades 2 through 8.

STATE ASSESSMENT INFORMATION

- NYS ELA Assessment
- NYS Math Assessment
- WIDA Access for students identified as English language learners
- NYSAA for ELA
- NYSAA for Math



GRADE 3

SOCIAL STUDIES

- Explore world geography by identifying continents, oceans, major landforms, and the locations of communities around the globe.
- Compare how climate, natural resources, and geography influence the ways people live, including their food, homes, clothing, and traditions.
- Examine how communities around the world are organized and how governments help meet the needs of their citizens.
- Use maps, photographs, artifacts, and other primary sources to learn how cultures and communities have changed over time.
- Investigate how people adapt to and modify their environments and how communities exchange goods and services to meet their needs.

ART

- Create and develop original artwork by exploring, planning, and expressing ideas using a variety of materials, tools, and techniques.
- Present artwork by selecting, preparing, and sharing work while explaining artistic choices and creative processes.
- Respond to artwork by observing, describing, interpreting, and evaluating works of art using age-appropriate art vocabulary.
- Connect art to personal experiences, other subject areas, cultures, traditions, and historical contexts to deepen understanding of art and its role in the world.

MUSIC

- Create simple rhythms and melodies using singing, instruments, movement, and sound.
- Perform and respond to music by singing, playing, and moving while identifying basic musical elements (beat, tempo, dynamics, and pitch) and describing what is heard and felt.
- Present music by participating in classroom performances and demonstrating appropriate performance etiquette.
- Connect music to personal experiences, other subject areas, cultures, traditions, and historical contexts to deepen understanding of music and its role in the world.

PHYSICAL EDUCATION

- Demonstrate competency in a variety of motor skills and movement patterns.
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
- Recognize the value of physical activity for overall wellness, enjoyment, challenge, and/or self expression.
- Recognize career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

TIPS FOR PARENTS/ GUARDIANS

Independent Reading: Set aside daily time for reading chapter books and encourage a mix of fiction and informational books.

Critical Thinking: Practice analogies (e.g., "farmer is to plow as doctor is to stethoscope") and allow them to make mistakes to learn problem-solving.

Math: Practice multiplication and division facts by discussing patterns and relationships instead of memorizing isolated facts. For example, ask, "How does knowing 6 × 4 help you figure out 6 × 8?

Home Involvement: Include your child in household tasks that require math, such as cooking or measuring.

Civic and Global Engagement: Visit a local historical site or museum and help your child learn how their community has changed over time.

Scientific Thinking: Encourage your child to explore weather, climate, ecosystems, fossils, life cycles, and forces and motion. Have students begin to discuss how science helps us understand and care for the world around us.

Home Language Use: Use your native language at home with your child. Strong native language skills help students to succeed in school.