

K

1

2

3

4

5

6

7

8

# Great Expectations

Partnering for your child's future



**Department of  
Education**

*Joel I. Klein, Chancellor*

# Great Schools Start with Great Expectations

Learning standards describe the foundation of what students should know and be able to do in each grade. These standards ensure that all children are prepared to move forward to the next grade and, later, to succeed in college, earn a living, and become productive members of their communities. Children need to develop a love of learning that will serve them well in a world where crucial information changes and grows rapidly.

To find work in the competitive global economy and function in a quickly changing world, our children will need to know more than ever before. This is true for graduates who plan to enroll in four-year colleges; it is equally true for students who want to start careers right out of high school.

The New York State standards we use are designed to provide our students with rigorous curricula to ensure that they develop the creativity, critical thinking skills, and ability to problem solve that they will need to meet the challenges of the modern world. But standards are a starting point, not a destination. By meeting and building on a solid foundation of knowledge, our students will get the most from their education.

**Here you will find examples of what third grade students should know and be able to do by the end of the school year in language arts, mathematics, social studies, and science. You also will find ways you can support learning as a family, including things you can do at home, in your neighborhood, and around our great City.**

This guide provides only a small sample of the standards for third grade. What about the other standards? What should your child have learned before starting third grade? What will he or she be learning in fourth grade and beyond? You can find answers to all these questions from your child's teacher or on our Web site at [www.nyc.gov/schools/academics](http://www.nyc.gov/schools/academics).

## Good Study Habits

To help your child develop good study habits:

- ❑ Set up a comfortable location at home for doing homework.
- ❑ Help your child get organized.
- ❑ Set up a regular homework time.
- ❑ Make sure your child knows the teacher's homework policies.

For other ideas, visit [www.nyc.gov/schools/academics](http://www.nyc.gov/schools/academics).



## Students with Disabilities

*Unless otherwise stated on the student's Individualized Education Program (IEP), students with disabilities will participate in the general education curriculum, which can be adapted for different instructional levels and different settings (such as Collaborative Team Teaching classes or self-contained special education classes). Adaptations may include using instructional aids such as calculators and visual aids, providing additional time to learn new skills, and reducing the length of assignments to help students with disabilities meet the standards.*

# Ask Your Child's Teacher



Learning standards provide a great opportunity for you to talk with teachers about what your child is learning in school and how you can support this learning at home. Here are some questions you may want to ask.

## To learn more about a standard:

- Can you show me examples of student work that meets this standard?
- May I look at some of my child's work related to this standard?
- When will my child work on this standard during the school year?
- What activities and materials are you using in school to help my child meet and exceed this standard? What classwork and homework do you expect to assign?
- What are some exercises I can do with my child to help him or her with this standard?
- Besides the standards covered in this guide, what else is my child expected to learn this year?

## To learn how your child is doing in school:

- In what subjects is my child working at grade level? Are there any areas that need improvement?
- Is my child reading at grade level? Can you show me some books that my child can read?
- How much time each day does my child spend working on each subject area?
- How do you assess my child on these subjects during the year?

## To learn how to support your child:

- Besides report cards, what are the best ways to keep up to date on how my child is doing?
- If your child is not on grade level: What support is the school able to offer my child? What can I do at home to help my child do better in school?
- If your child is on grade level or above: What extra enrichment and support do you suggest for my child? How can I help at home?

# 3

## Language Arts

**By the end of the school year, all students should be able to:**

- Write a clear, well-organized report using at least two sources of information.
- Identify main ideas and supporting details in fiction and nonfiction informational texts.
- Compare and contrast information on one topic from two different sources.
- Take notes to record data, facts, and ideas.
- Develop original stories that contain characters, plot, setting, and dialogue.
- Use note-taking and graphic organizers to record and organize information and ideas recalled from books read aloud.
- Decode grade-level words using phonics and word structures (such as root words, verb endings, plurals, and contractions).
- Learn new vocabulary and concepts by reading books and using a dictionary and a thesaurus.
- Edit written work independently for spelling and conventional capitalization and punctuation.
- Read and understand written directions.



### Learning at Home

The following strategies can be done in the families' native languages as well as in English.

**Invite your child to write a review** of a book, movie, musical work, or Web site at the New York Public Library's "On-Lion" for Kids, [kids.nypl.org/reviews](http://kids.nypl.org/reviews).

**Start a family reference library** with a dictionary and other books that relate to things your child is studying. Encourage your child to get in the habit of using reference materials to find correct spellings and definitions. Include online references, such as a dictionary site like [www.m-w.com](http://www.m-w.com).

**Ask your child to write an original story or poem** to read to younger siblings or neighbors or let your older child write and direct a play featuring the younger children.

**Set aside time for personal reading every day.** Turn off the television, computer, games, phones, and other distractions and let everyone read quietly—by themselves or to each other.

# Mathematics



## Learning at Home

**Ask your child to count out the dollars and coins for things you pay for in cash**, such as magazines from the newsstand or movie tickets.

**Challenge your child to find all the devices that tell time in your home.** Look for clocks on stoves or microwaves, cable boxes, DVD players, computers, iPods, cell phones, and wristwatches. Together, reset them so they all display the same time.

**Visit the interactive exhibit Mathematica: A World of Numbers** with your child at the New York Hall of Science in Queens, [www.nyscience.org](http://www.nyscience.org).

**Weigh and measure your child to record growth over time.**

**Provide opportunities to do puzzles.**

## By the end of the school year, all students should be able to:

- Count to 1,000 by 25s (25, 50, 75, . . .); 50s (50, 100, 150, . . .); and 100s (100, 200, 300, . . .).
- Multiply single digits fluently. For example, solve problems such as  $3 \times 4 = 12$  and  $6 \times 9 = 54$  without having to count or add groups of numbers.
- Divide single digits fluently. For example, solve problems such as  $45 \div 5 = 9$ , without having to count or subtract.
- Identify even and odd numbers. Know what happens when even and odd numbers are added and subtracted. For example, adding two odd numbers results in an even number, and subtracting an odd number from an even number results in an odd number.
- Understand that fractions are equal parts of a whole unit or a group; for example,  $\frac{1}{4}$  is one of four equal parts.
- Compare fractions such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ , and find their approximate places on a number line.
- Use the correct words, such as “circle,” “triangle,” “square,” “sphere,” “cube,” or “trapezoid,” when talking about geometrical shapes.
- Use a ruler or yardstick to measure to the nearest half inch, inch, foot, yard, or other standard unit.
- Use digital and traditional analog clocks to tell time to the nearest minute.
- Count coins and dollars. Use the correct currency symbols (\$, €) to represent amounts, such as \$2.36.

# Science

Science in third grade explores matter, energy, simple machines, and plant and animal adaptations.

## By the end of the school year, all students should be able to:

- Describe and compare the physical properties of different kinds of matter. For example, consider size, shape, mass or weight, volume, flexibility, color, texture, hardness, and odor.
- Observe, identify, and describe different forms of energy, such as sound, heat, and chemical energy.
- Describe how humans transform energy from one form to another and how they use these transformations. For example, describe how people transform heat energy to light for their homes in lightbulbs or transform electrical energy into sound by using radios.
- Observe and describe how heat is conducted. Describe ways heat can be transferred from one place to another, for example, by blowing warm air or putting a warm object next to a cooler one.
- Observe and describe how applying force, either directly or through simple machines such as levers or pulleys, may cause changes in motion.
- Observe and describe how friction affects the motion of an object, for example, how adding friction causes an object to move more slowly or change direction.
- Observe and describe how pushing or pulling can change the position of an object or the direction in which it is moving.
- Describe how all living things grow, breathe, reproduce, obtain nutrition, and eliminate waste.
- Describe how plants and animals must adapt to their environments to survive. For example, the fur of some animals becomes heavier in places where winters are colder.
- Collect, organize, and interpret information and data about objects and events.

## Learning at Home

**Together, visit parks and playgrounds near your home.** Examine different surfaces and discuss which have more friction and which have less. How does friction affect various sports, such as hockey or golf?

**Help your child create a “quiet zone” in your home for personal reading and study.** Use the Internet to explore which materials and surfaces keep things quieter by absorbing sound waves.

**Challenge your children to find all the ways heat is transferred** from one item or place to another in your home. Hint: Have them hold an ice cube in their hands.

**With your child, visit the Everett Children’s Adventure Garden** at the New York Botanical Garden in the Bronx, [www.nybg.org](http://www.nybg.org), or observe the plants in a New York City park or playground. Investigate what kinds of plants survive best in New York City.



## Learning at Home

**With your child, see how many countries and cultures you can find represented on your street.**

For example, find Greek restaurants; newspapers in Creole, Spanish, or Russian; a doctor or lawyer from India. Talk about how these families might have come to New York.

**Visit the United Nations headquarters in Midtown with your child.**

CyberSchoolBus, the U.N.'s Web site for kids, [www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus), offers interactive information about the organization, plus games and other ways for young people to participate in the U.N. community.

**Invite your child to help you prepare for a holiday.** For example, put out family decorations or cook traditional recipes.

**Discuss how a pledge or oath helps members agree to shared values in different kinds of groups,** such as nations; clubs, such as Boy Scouts and Girl Scouts; and religious communities. Encourage your child to write a pledge for your family and talk about it together.



# Social Studies

In third grade social studies, students explore the concept of communities around the world.

**By the end of the school year, all students should be able to:**

- Recognize that communities reflect the diversity of the world's people and cultures.
- Find the earth's continents and oceans on a map or globe.
- Define the meaning of "culture" and how world communities reflect their cultures.
- Compare and contrast the cultures, governments, histories, and geographies of the world communities studied.
- Understand how key individuals and events change communities around the world.
- Form and explain opinions about current events.
- Describe ways that geography can affect a world community. For example, describe how living on a continent far from other lands affects the people of Australia.
- Explore how people develop their natural resources. For example, explain how they use farmland, forests, or water supplies to meet their needs.
- Understand that people in world communities form governments to develop rules and laws.
- Know and understand that different world communities have their own rights, responsibilities, and rules.

# More Essential Knowledge and Skills

*Our third grade students are learning much more than to read, write, do math, and understand key concepts in science and social studies.*

- **Arts:** Third grade students participate in visual arts, dance, music, and theater. They read musical notation and use pitched instruments such as recorders or song flutes; create visual art works with many materials in two and three dimensions; compose dances using basic dance forms; invent and perform simple plays; and work independently and in small groups. For more details, visit [www.nyc.gov/schools/artseducation](http://www.nyc.gov/schools/artseducation).
- **Fitness and Health:** Students engage in a wide variety of opportunities to be physically active, learn how to make healthy decisions, develop a healthy lifestyle, and experience a wide variety of traditional and nontraditional fitness activities. For more details, visit [www.nyc.gov/schools/academics/fitnessandhealth](http://www.nyc.gov/schools/academics/fitnessandhealth).
- **Library and Research:** By the end of the year, third grade students understand the Dewey system of organizing a library and can find books for research and personal interest. They can ask good questions to start a research project; search the online catalog with assistance; find information on selected Web sites; find answers to their research questions; and create a research product with a beginning, middle, and end. For more details, visit [www.nyc.gov/schools/academics/libraryservices](http://www.nyc.gov/schools/academics/libraryservices).
- **Technology:** Students learn how to plan, organize, develop, and orchestrate a presentation that shares information and ideas with classmates. Students know how to safely and securely use telecommunications tools to read, send, or post electronic messages. Students independently know how to use common databases (such as library catalogs, online dictionaries, and encyclopedias) to locate, sort, and use information on assigned topics. For more details, visit [www.nyc.gov/schools/studentssupport/instructionaltechnology](http://www.nyc.gov/schools/studentssupport/instructionaltechnology).

## Learn More

This guide provides only an overview of the many standards your child will be learning this year. You can view and download copies of these guides for grades K–8 as well as the complete standards for all subjects and all grades on our Web site at [www.nyc.gov/schools/academics](http://www.nyc.gov/schools/academics).

The Division of Teaching and Learning and the Office for Family Engagement and Advocacy (OFEA) offer additional information about your child's education and ideas on how you can support it, both at home and at your child's school. For more information, visit both the Teaching and Learning Web site, [www.nyc.gov/schools/offices/teachlearn](http://www.nyc.gov/schools/offices/teachlearn), and the OFEA Web site, [www.nyc.gov/schools/offices/OFEA](http://www.nyc.gov/schools/offices/OFEA). You also can contact your school's parent coordinator or OFEA at (212) 374-2323 or [ofea@schools.nyc.gov](mailto:ofea@schools.nyc.gov). Plus, you can call 311 for additional cultural and historical institutions in the City to visit with your children.



Department of  
Education

Joel I. Klein, Chancellor

