

The Public Schools of Brookline

Grade 3 – Essential Learning Expectations

Learning Expectations are the K-8 curriculum guidelines for all content areas. They answer these questions for parents, teachers, and students:

- What will students know and be able to do?
- How will students demonstrate their learning?

The Brookline Learning Expectations have been developed by teams of teachers, led by curriculum coordinators, and meet or exceed the Massachusetts Curriculum Frameworks.

The Progress Reports (formerly called Conference Forms) that teachers share with parents list the **Essential Learning Expectations** (or ELEs) for English Language Arts, Math, Science and Social Studies. The ELEs are a subset or synthesis of the Learning Expectations that describe the key skills and understandings for students at a particular grade that are essential for them to master in order to be prepared for the next grade.

It is important to remember that while the ELEs are a shorthand version of the Learning Expectations to share with parents, our curriculum is designed to cover *the entire set of Learning Expectations*, which describe the full understanding of content and acquisition of skills that is expected of students. While the LEs are listed by subject area, it is our instructional practice and goal to integrate across curriculum areas as much as possible. The complete set of K-8 Learning Expectations is available to teachers by subject area in the FirstClass Teacher Portal. They are available to the public through the PSB website - <http://brooklinek12-public.rubiconatlas.org/Atlas/Public/View/Default>. (This site is being updated to reflect recent revisions.)

The ELEs for English Language Arts, Mathematics, Health, Science/Engineering and Social Studies are listed below. These ELEs are listed on the Grade 3 Progress Report. Performing Arts, Physical Education, and Visual Arts also have Learning Expectations, but these are not listed on the Progress Report. Instead, there is information about how parents/guardians are provided with information on student progress in these disciplines.

ENGLISH LANGUAGE ARTS

READING OVERVIEW

Brookline's Learning Expectations in ELA meet or exceed the standards outlined in the Massachusetts Frameworks. To reach these demanding standards, Brookline educators use the *Continuum of Literacy Learning PreK-8* (Heinemann, 2011) as their day-to-day guide when teaching specific behaviors in reading and writing. The description of the successful third grade reader below comes directly, with a very few changes, from the *Continuum*.

At the end of third grade, students can identify the characteristics of a full range of genres, including hybrid texts that blend more than one genre in a coherent whole. They read both chapter books and shorter informational texts, along with special forms such as mysteries, series books, books with sequels, and short stories. Fiction narratives are straightforward but have elaborate plots and multiple characters who develop and change over time. Third grade readers are able to understand some abstract themes and are able to take on diverse perspectives and issues related to race, language, and culture. Some non-fiction texts provide information in categories on several unrelated topics, many of which are well beyond the reader's typical experience. Students will identify and use underlying structures (description, compare and contrast, temporal sequence, problem and solution, and cause and effect). By the end of the year, they can process sentences that are complex and contain prepositional phrases, introductory clauses, lists of

nouns, verbs, or adjectives. Third grade students solve new vocabulary words, some defined in the text and others unexplained. They can read and understand descriptive words, some complex content-specific words, and some technical words. Most reading is done silently; in oral reading, third grade students demonstrate all aspects of smooth, fluent processing with little overt problem solving. (*Continuum PreK-8*, pp. 312)

WRITING ELEs

Structure/Craft:

Organization

- Introduce, develop, and conclude topics in nonfiction writing, including texts produced for Science, Social Studies, and Math.
- Construct narratives with a clear sequence of events, including texts produced for Science, Social Studies, and Math.
- Use a variety of text structures (including graphics) appropriate to both purpose and genre in ELA and all content areas.

Idea development

- Provide accurate and relevant evidence to support all claims.
- Gather and use information from a variety of reliable sources when writing texts, including those produced for Science, Social Studies, and Math.

Word Choice

- Incorporate words learned through reading and content-area studies into writing.

Language Use

- Use a variety of sentence structures; write with expression and personal voice.

Conventions:

Grammar and Punctuation

- Write in complete sentences with accurate verb tense, along with appropriate punctuation.

Handwriting

- Write fluently in manuscript (printed) handwriting with appropriate spacing.

Spelling

- Correctly spell familiar high-frequency words and words that follow patterns that have been studied in class; use phonetic spelling to represent most sounds in unknown words.

Process:

Planning and Drafting

- Identify purpose, select genre, and produce initial drafts.

Revising

- Revise drafts, using feedback from peers and teachers, as well as new learning from instruction.

Production

- Produce a quantity of writing appropriate to task and time available.

ORAL COMMUNICATION ELEs

- Participate actively in small and large group conversations; listen to and look at speaker and build upon comments of others.
- Share relevant information and ask questions that further the discussion.
- Speak at a volume and rate appropriate to setting.

MATHEMATICS ELEs

Mathematical Practices

- Makes sense of problems and perseveres in solving them.
- Communicates mathematical reasoning and ideas using words, numbers, and/or pictures.

Operations and Algebraic Thinking

- Represents and solves problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.

Numbers and Operations in Base Ten

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

Numbers and Operations – Fractions

- Develop understanding of fractions as numbers. (Fraction as a quantity; fraction on a number line; reasoning about equivalence and comparison of fractions).

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represents and interpret data.
- Geometric measurement: Understand concepts of area and perimeter and relate concepts to multiplication and addition.

Geometry

- Reasons with shapes and their attributes.

SCIENCE/ENGINEERING ELEs

Science/Engineering Practices and Nature of Science

- Ask questions and show curiosity.
- Observe closely and record observations.
- Develop and use models.
- Plan and carry out simple investigations.
- Analyze and interpret data.
- Make reasonable claims based on evidence.
- Share ideas and critique the ideas of other scientists.
- Recognize the importance of science and the skills/characteristics of scientists.

Structures

- Describe and compare structures.
- Demonstrate how the properties and shape of materials and how they are used affect the strength and stability of structures.
- Provide examples and evidence of different ways that parts of structures exert force on one another.

Living Structures: The Skeletal System

- Provide evidence to support the claim that skeletal systems are structures made up of parts that work together to allow the animal to survive.
- Make claims based on evidence on how the forms bones take depend on their function and provide evidence on where and how an animal lives.
- Explain the purpose and function of the skeletal system and what we can do to keep it healthy.

Mammal Detectives and Habitats

- Compare and construct claims based on evidence to show how the features of mammals help them adapt to their habitat.
- Provide evidence to support the claim that living things depend on each other and the environment.
- Explain how changes in the habitat of a living thing may affect its survival.

SOCIAL STUDIES ELEs

Historical Thinking

- Make ethical (fair and principled) judgments about actions of people in the past.
- Use evidence and understanding of the historical context to take an historical perspective.

Geography

- Represent the important political and physical features of Massachusetts on a map.
- Demonstrate understanding of the regional geography of New England by describing the landforms, vegetation, animal life, and climate of a New England state.

History

- Analyze the way the physical geography of southeastern Massachusetts influenced the culture of the Wampanoags.
- Assess the culture of the Pilgrims and assess how they adapted to life in Massachusetts.
- Investigate Puritan culture in New England, including the reasons why the Puritans left England, daily life in the colony, education, work, and early leaders in MA such as John Winthrop.

Civics

- Infer the necessity for communities have government by comparing and contrasting the Mayflower Compact and classroom/school rules, etc.
- Provide examples of different ways people in a community can influence their local government.

Economics

- Define and differentiate money and barter economy and represent examples of each.
- Explains the purpose of taxes and support this explanation with historical and modern examples. (EX: Sugar Tax, Olmsted, DPW, etc.).

Research and Writing Skills

- Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Writes opinion pieces on topics, supporting a point of view with reasons.