

A Standards Guide for Families



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Reading
Writing
Mathematics
Science
Social Studies

What is Expected
in Grade **3**



Standards now,
knowledge for a lifetime.

Dear Family,

Education in Ohio is changing. This change will help your child succeed in school. It also will better prepare your child for success in college or the work force upon high school graduation.

The basis of this change is new academic content standards, which define what your child should know and be able to do at every grade level. There are new standards in English language arts (reading and writing), mathematics, science and social studies.

These new standards let teachers know what they are expected to teach and students know what they are expected to learn. Standards also help educators identify and measure what students know and can do.

Part of this system will include achievement tests to determine how well your child is making progress toward these new standards. These tests will replace the current Ohio Proficiency Tests.

The information in this guide will give you a sample of some of the things your child will need to know and be able to do in reading, writing, mathematics, science and social studies for the third grade. The guide also has helpful practice problems, tips and activities you can do with your child to help him or her achieve the new standards.

It is important to note that the information in this guide is not the complete set of standards; rather, this information is designed to highlight a select number of skills that your child should know and be able to do in the third grade. The official standards documents, designed for teachers' use, are in some cases several hundred pages long. This booklet has been reduced to this size for your convenience.

To view the complete set of standards, visit the Ohio Department of Education Web site at www.ohioacademicstandards.com.

I sincerely thank you for the time, interest and energy you are investing in your child's education. I hope this guide is one of many tools you use to help your child reach these new standards and achieve success inside and outside the classroom.

Sincerely,

Susan Tave Zelman
Superintendent of Public Instruction

Language Arts



Phonemic Awareness, Word Recognition and Fluency

What this means: Being able to read well by sounding out words, recognizing them by sight and reading out loud with ease and fluency.

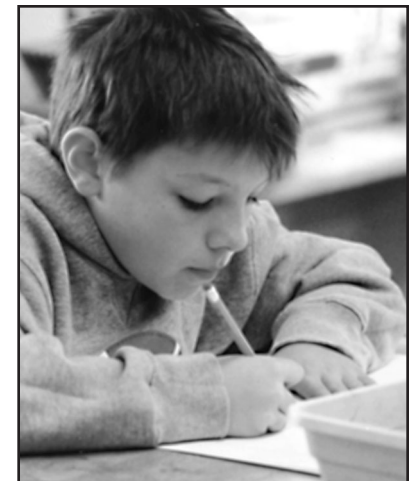
- Figure out words by sounding out letters.
- Use word families (e.g., -ite or -ate or -ould or -ight) to sound out words.
- Read with ease with changes in tone, timing and expression to show understanding.



Acquisition of Vocabulary

What this means: Being able to recognize clues in reading, ask questions, listen and converse with adults and peers.

- Determine the meaning of compound words (e.g., daydream, raindrop, goldfish, highway) based on the knowledge of the individual words.
- Understand contractions (can't, won't, isn't, aren't) and abbreviations (Jan., Feb.) in order to identify whole words.
- Understand what prefixes (e.g., unleash, repay) and suffixes (e.g., nicer, fastest,) are to determine what words mean.
- Use root words to determine what words mean (e.g., sing is the root word of singing).
- Use dictionaries, glossaries or technology to determine the meaning of words and how to pronounce them.





Reading Process – Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

What this means: Through reading, students will understand the basic concepts and meanings of different types of print materials.

- Establish a purpose for reading (e.g., to be informed, to follow directions, to be entertained).
- Compare (what is alike) and contrast (what is different) between reading materials.
- Make conclusions or suggestions about events and possible outcomes from information in the text.
- Choose reading materials based on personal interest or suggestions from others.



Reading Applications – Informational, Technical and Persuasive Text

What this means: Reading, understanding, explaining and critiquing different kinds of written materials such as magazines, essays, maps and online sites.

- Use the table of contents, glossary, captions or drawings to locate information and understand reading material.
- List questions about who, why, when, where and what and be able to answer them.
- Identify the main idea and details of the reading material.
- Read directions for the correct order to make sure they are clear and complete.



Reading Applications – Literary Text

What this means: Organizing and interpreting results through collecting data to answer questions and solve problems, show relationships and make predictions about different types of literature (e.g., fables, tales, short stories).

- Use details from the reading material to describe characters and setting (time, location).
- Retell the order in which things happened in a story.
- Understand what defines a fairy tale, folktale, poetry, fiction and non-fiction.
- Identify stated (direct) and implied (suggested) themes.
- Describe ways (such as pictures) the author tries to influence the reader's feelings.



Writing Processes

What this means: Using the steps of prewriting, drafting, revising and editing to publish different types of writing.

- Develop a clear main idea for writing.
- Develop a purpose (e.g., to inform, to entertain) and audience for writing.
- Organize writing with a beginning (introduction), middle (body) and end (closure).
- Create paragraphs with a topic sentence and supporting sentences.
- Reread and judge own writing to make sure it is clear.



Writing Applications

What this means: Learning about, using and choosing appropriate words for different kinds of writing, from letters to scientific reports, and for different audiences.

- Write stories that put events in order and develop characters, setting (time and location) and plot (order in which events occur).
- Write a report that includes main ideas and details from the reading materials.
- After reading text such as a story or poem write a response.
- Write letters such as thank you notes that include relevant information: the date, proper salutation, body, closing and signature.
- Produce informal writings such as messages, journals or notes.



Writing Conventions

What this means: Understanding and applying punctuation, grammar and spelling rules.

- Write legibly in cursive and put the correct number of spaces between letters, words and sentences.
- Spell words that have more than one syllable correctly.
- Spell familiar high-frequency words (e.g., have, what, there), words with short vowels (e.g., cat, fish, dog) and words with common endings (e.g., walked, singing) correctly.
- Spell contractions, compounds and homonyms correctly.

Check your understanding: Homonyms

Homonyms are words that have the same oral or written form as one or more other words, but have different meanings.

- 1) pool of water; game of pool
- 2) bank (embankment) and bank (a place where money is kept)

- Spell words with common suffixes (e.g., badly, wishful) correctly.
- Follow common spelling generalizations (e.g., change the “y” to “i” and add “es”; berry to berries).
- Use end punctuation marks correctly.
- Use commas in a series of words (e.g., Tom, Ben, Dave and Carol ran fast).
- Use apostrophes in contractions (e.g., can’t, won’t, isn’t, aren’t).
- Use nouns, verbs and adjectives correctly.

Check your understanding: Nouns, Verbs and Adjectives

A **noun** is a person, place or thing, a **verb** is an action word and an **adjective** is a describing word.

Tammy played on the red slide.

Tammy is the noun, played is the verb and red is the adjective.

- Use subjects and verbs that are in agreement.
- Use irregular plural nouns (e.g., elf to elves, knife to knives, mouse to mice, woman to women).
- Use nouns and pronouns that are in agreement.

Check your understanding: Nouns and Pronouns

John (noun) went to the store. He (pronoun) bought a baseball glove.

- Use present (e.g., play), past (e.g., played) and future (e.g., will play) verb tenses.
- Use possessive (shows possession) nouns and pronouns (e.g., Sarah’s shoes).
- Use conjunctions such as and, or, but or so.





Research

What this means: Knowing how to gather information in all subjects using different kinds of tools (e.g., books, computers, magazines) and communicate what is found.

- Choose a topic for research based on a list of questions, an assignment or an area of interest.
- Communicate findings orally, visually or through writing.
- Sort information about a topic into categories.



Communication: Oral and Visual

What this means: Delivering presentations on different topics for different types of audiences.

- Ask questions to better understand something and respond to others' ideas.
- Identify the main idea, details and purpose of the presentation.
- Know the difference between fact and opinion when information is presented.
- Use the appropriate language depending on the audience and purpose.
- Use clear diction (speech) and tone (sound), and change the volume and tempo (speed) to stress ideas.
- Give a presentation retelling an event or experience.



Tips and Activities

- ✓ Give your child a set of directions (one-step, two-step, three-step, etc.) and have your child repeat the directions to you. Then have your child carry out the directions in the order they were given.
- ✓ Write two or three simple words (cup, ten, fan) on cards and lay them face up on the table. Say a word (such as supper) that has the same vowel sound as one of the words on the cards. Your child should identify the word card cup as having the same vowel sound as supper.
- ✓ Select a “word family” and have your child name as many words as he or she can for that word family. Example: the “at” family: cat, hat, bat, fat, sat, mat, pat, etc. The “un” family: run, sun, bun, fun, etc.
- ✓ Third-graders should be able to identify consonant blends (bl, cl, pl, br, gr, tr, sm, sp, st, str, chr, scr, shr, spr, thr, and spl). Say a word that begins with a consonant blend and have your child tell you what two or three letters spell that beginning sound.
- ✓ Practice using the table of contents in the front of your child’s reading book by asking him or her to locate a certain chapter and page within the book. Ask him or her to tell you the name of the chapter located on a certain page.


Mathematics



Numbers, Number Sense and Operations


What this means: Using number sense and number skills, from basic counting to paper and pencil calculations, to age-appropriate use of calculators and computers.

- Recognize and provide a variety of equivalent forms of whole numbers.

Check your understanding: Equivalent Forms of Numbers 

36 is the same as $30 + 6$, 9×4 , $46 - 10$ and the number of inches in a yard.

- Use mathematical language and symbols to compare numbers and to put them in order (e.g., less than, greater than, equal to, $<$, $>$, $=$).
- Count money and make change using coins and paper bills up to \$10.
- Use place value concepts to represent numbers with numerals, words and models.

Check your understanding: Place Value Concepts 

Understand the nature of place value and meaning of numerals.

Tell what a numeral means: 3,205 is the same as 3×1000 plus 2×100 plus 5×1 . Recognize and model relationships between “places,” such as in 540, the 5 represents 500 or 5 groups of 100 or 50 groups of 10.

- Use words, numerals and models to represent fractions (e.g., $\frac{1}{4}$ and one-fourth on a number line) and mixed numbers (two and one-half, $2\frac{1}{2}$, and two cups full of rice plus one-half cup of rice).

- Connect decimal and fraction concepts as representing parts of a whole or set (e.g., 3 of 10 can also be described as $\frac{3}{10}$, three-tenths or 0.3).
- Add and subtract whole numbers with and without regrouping.
- Recall or find basic multiplication facts (through 10) and related division facts quickly and accurately.
- Multiply and divide two- and three-digit numbers by a single-digit number (e.g., $25 \div 5$).

Check your understanding: Multiplication and Division 

Students should be able to use symbols to represent problem situations involving multiplication or division such as 3 boxes of 5 cookies as 3×5 and 14 cookies shared by 4 children as $14 \div 4$.

Understand that the factors in multiplication and division may have different units such as 3 boxes of 5 cookies.

Explain how a remainder may impact an answer in a real-world situation. For instance, each child will get 3 cookies when sharing 14 cookies among 4 children and there are 2 cookies remaining.

Should those two cookies be set aside? Tell how many can be shared among the students.



Measurement

What this means: Making accurate measurements using the appropriate tools, terms and technology.

- Tell time to the nearest minute and find how much time has passed using a calendar or a clock.
- Read Fahrenheit and Celsius thermometers.
- Measure weight, length and capacity to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate.
- Estimate perimeter (surrounding), area (covering two-dimensional shapes) and volume (filling three-dimensional objects or containers) using links, tiles, cubes and other models.



Geometry and Spatial Sense

What this means: Identifying, classifying and analyzing one-, two- and three-dimensional objects, understanding their properties and using that knowledge to solve problems.

- Describe the properties of two-dimensional shapes (e.g., circles, squares, triangles) and three-dimensional objects (e.g., cubes, cylinders, cones) using terms like edge, angle, sides and faces.
- Describe the size of angles with respect to right angles (90°).

Check your understanding: Angle Sizes

Use a model such as a straw to make different sized angles by opening and closing the sides.

Identify and draw different kinds of angles: less than 90° (acute), greater than 90° (obtuse), exactly 90° (right).

- Find locations on a grid such as a graph or a map.
- Build a three-dimensional model that is made up of cubes (e.g., build a model based on an object or a picture).



Patterns, Functions and Algebra

What this means: Representing patterns and relationships using tables, graphs and symbols, and using them to solve problems.

- Extend an arithmetic sequence with and without a calculator.

Check your understanding: Arithmetic Sequences

Give the next three numbers in each sequence:

1, 3, 5, 7, 9, __, __, __

10, 20, 30, 40, __, __, __

2, 4, 8, 16, __, __, __

- Use patterns to make predictions and solve problems.

- Represent problem situations using equations (e.g., $5 + n = 7$) and inequalities (e.g., $m + 2 < 5$).
- Write and solve simple number sentences such as $(\Delta) + 8 = 10$ and $7 + (?) > 8$.
- Use a table to record information and to look for patterns and make predictions.
- Describe a quantitative (amount) change.

Check your understanding: Quantitative Change

The height of the water in a glass is 1 centimeter lower each week because of evaporation.



Data Analysis and Probability

What this means: Organizing and interpreting results through data collection to answer questions, solve problems, show relationships and make predictions.

- Collect data from an experiment such as recording a measurement (e.g., change of temperature every hour for 4 hours).
- Create and read picture graphs where a symbol stands for more than one object and bar graphs with scales marked in multiples of 10.
- Create a new representation such as a bar graph from another representation such as a chart or table.
- Find the mode of a set of data.



Check your understanding: Mode



Mode is the number in a set of data that occurs most frequently.

1, 2, 2, 2, 2, 2, 3, 3, 4, 5;

2 is the mode

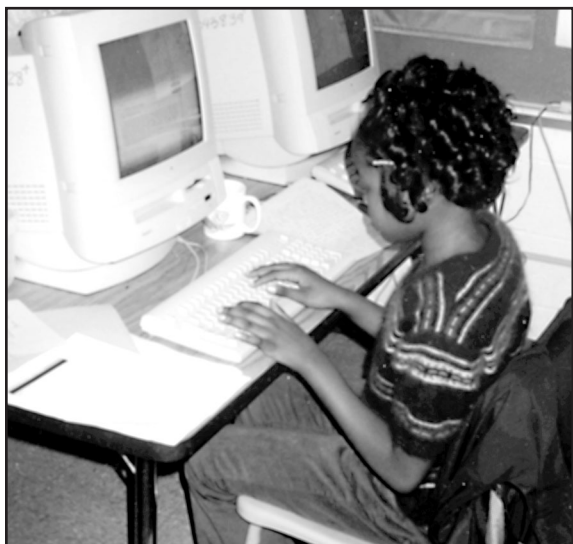
- Use pictures, diagrams and lists to solve problems involving possible arrangements (e.g., How many different combinations of shirts can be taken from 4 shirts?).



Mathematical Processes

What this means: Applying problem-solving and reasoning skills and communicating mathematical ideas.

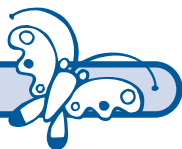
- Use an organized approach to solve multi-step problems.
- Link concepts to procedures (e.g., model 3×4 as 3 rows of 4 objects and represent $\frac{1}{3}$ by dividing an object into 3 equal parts).
- Represent problem situations using a variety of forms (e.g., models, pictures, words, symbols).



Tips and Activities

- ✓ Tell your child that you will be ready to go at 2:10 p.m. Have him or her show you or describe the position of the hands for the time on a dial clock. Have your child write down the time he or she started a chore or activity and the time he or she finished. Ask your child to determine the amount of time he or she needs to complete the chore.
- ✓ Create a set of cards to help your child practice basic multiplication and related division facts. For example, write a "fact" such as 5×7 on one card, draw matching arrays on other cards (5 rows of 7 circles on one, and 7 rows of 5 triangles on another).
- ✓ Have your child practice counting money and making change. Using prices in ads or catalogs, ask your child to show you different combinations of coins or bills equal to the price or the amount of change from a \$5 or \$10 bill. Count the change with your child.
- ✓ Use a trip to the grocery store to help your child try out estimation and measurement skills. Show your child the scale and explain the markings (pounds and ounces). Ask your child to estimate the weight of the produce and then weigh it for you. Have your child create a measurement journal to record these measurements and other kinds of measures.
- ✓ Ask your child to point out different kinds of angles — angles greater than 90° , less than 90° and exactly 90° — on everyday objects.
- ✓ Give your child the coordinates on two edges of a simple map (such as a letter and number). Name a city shown within that area or have your child create a simple map of your house, yard or neighborhood and include coordinates (similar to a map) on his or her map. Have your child identify key locations with coordinates.

Science



Earth and Space Sciences

What this means: Understanding the interconnected cycles and systems of the universe, solar system and Earth.

- Compare different properties of rocks such as color, layering and texture.
- Observe that rocks are often found in layers.
- Describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather.

Check your understanding: Breakdown of Rocks



The breakdown of larger rocks can occur from a variety of areas (e.g., soil, streams, oceans). Observe the color, texture and hardness of the rocks.

- Observe and describe what soil is made up of (the composition) such as small pieces of rock and decomposed pieces, as well as products of plants and animals.
- Explore the properties of soil such as its color, texture, and its ability to retain water and support the growth of plants.
- Explore that soils are often found in layers and can be different from place to place.



Life Sciences

What this means: Understanding the structure and function of living systems and how they interact with the environment.

- Compare the life cycles of different animals including birth to adulthood, reproduction and death.

Check your understanding: Life Cycles



Examples of life cycles could include the cycle of an egg to a tadpole to a frog; or an egg to a caterpillar to a chrysalis to a butterfly.

- Relate animal structures to the specific ways they survive (e.g., obtaining food, escaping or hiding from enemies).
- Use examples to explain that extinct organisms may look like organisms that are alive today.
- Explore how fossils provide proof about animals that lived long ago and the nature of the environment at that time.
- Describe how changes in an organism's habitat (home) are sometimes helpful and sometimes harmful.



Physical Sciences

What this means: Understanding physical systems, concepts and properties of matter, energy, forces and motion.

- Describe an object's position by locating it relative to another object or to the background.
- Describe an object's motion by tracing and measuring its position over time.
- Identify contact and non-contact forces that affect the motion of an object such as gravity, magnetism or collision.
- Tell what will happen when an object experiences a force such as a push or pull, weight or friction.



Science and Technology

What this means: Understanding the relationship between science and technology to design and construct devices to solve problems.

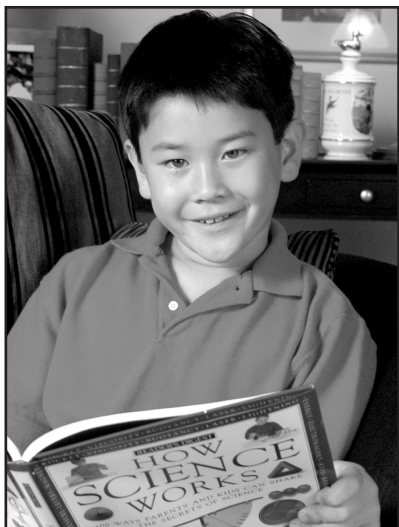
- Describe how technology can extend human abilities such as moving things or extending a person’s senses.
- Describe ways that using technology can have helpful and/or harmful results.
- Explore how the results of technology can affect one person, a family and/or a community.
- Use a simple design process to solve a problem.

Check your understanding: Design Process



The steps of a simple design process include:

- 1) Identifying a problem;
 - 2) Identifying possible solutions;
 - 3) Designing a solution.
- Describe possible solutions to a design problem (e.g., how to hold down paper in the wind).



Scientific Inquiry

What this means: Using scientific processes to ask questions, conduct investigations, gather, analyze and communicate information.

- Use the correct tools and safety procedures to measure and record length and weight in metric (meters) and English (yards) units.
- Discuss observations and measurements made by other people.
- Read and explain simple tables and graphs produced by yourself and others.
- Record and organize observations (e.g., journals, charts, tables).
- Communicate scientific findings to others through different ways such as pictures, written, spoken and recorded observations.



Scientific Ways of Knowing

What this means: Learning how to think scientifically and understanding how people have shaped the study and practice of science.

- Describe different kinds of investigations that scientists use depending on the questions they are trying to answer.
- Keep records of investigations and observations and do not change the records that are different from someone else’s work.
- Explore through stories how men and women have contributed to the development of science.
- Discuss how both men and women find science rewarding as a career in their everyday lives.
- Identify various careers in science.

Tips and Activities

- ✓ Take a closer look at everyday products or processes and investigate questions such as: “What happens to the trash when it leaves in the garbage truck?” “Where does electricity come from?” “Why do the streets get potholes?” “What makes a plant grow?” “Why is bottled water better than some tap water?”
- ✓ Start lists for various topics of science. As your child has mastered a term or concept add it to the list. Examples could include types of animals found in the rainforest or plants that produce food for humans.
- ✓ Look at the variety of contributions of scientists and discuss their heritage, gender, ethnicity and skills.
- ✓ Discuss the physical features of families from humans to animals to plants and explore the similarities and differences.
- ✓ Encourage your child to find answers to questions by using a variety of references available at home, libraries, museums, state or local agencies and the Internet.
- ✓ Use a variety of household items (e.g., eggs, magnets, wheels, balls, tools) to demonstrate gravity, magnetism and force. Use the items safely.
- ✓ Work with your child on projects such as making bird feeders, caring for pets, setting up a home weather station, and preparing a family vegetable or flower garden.

Social Studies



Focus: Communities – past and present, near and far

History

What this means: Understanding the pattern of events that have happened in the past.

- Be able to measure time by years, decades and centuries.
- Put local historical events on a timeline in the order in which they happened.
- Describe changes in a community over time including changes in:
 - a) Businesses;
 - b) Architecture;
 - c) Physical features (e.g., mountains, valleys, waterfalls, islands);
 - d) Employment (jobs);
 - e) Education;
 - f) Transportation;
 - g) Technology;
 - h) Religion;
 - i) Recreation.

People in Societies

What this means: Identifying both similarities and differences in the traditions of various groups of people.


- Compare some of the customs and traditions of different groups of people who have lived in the local community including religion, food, language and art.
- Compare the traditions of the local community with those of other communities in Ohio, the United States and countries of the world.



Geography

What this means: Identifying the location of places, understanding how places are connected and how human activity affects them.

- Use a compass rose and cardinal directions (north, south, east, west) to describe the location of places. A compass rose is an element of a map used to show direction, usually showing cardinal directions and frequently intermediate directions (e.g., northeast, southwest, etc.).
- Read maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
- Use a number/letter grid to locate physical (e.g., natural features such as a mountain or lake) and human features (e.g., anything man-made, such as bridges or buildings) on a map.
- Find the equator, the Arctic Circle, the Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.
- Describe the land, weather patterns, plants, people and types of work in your community.
- Identify ways that physical traits of the environment such as bodies of water or climate affect and have been changed by the community.

Check your understanding: Physical Traits of the Environment 

Rivers can provide a water supply for the community. The community affects the river when it builds flood walls or dams.


- Identify transportation (e.g., trains, automobiles, airplanes) used to move people and products from place to place, as well as communication used to move ideas from person to person (e.g., telephone, e-mail, faxes).



Economics


What this means: Understanding how to make decisions in our economic system.

- Understand that consumers are people who purchase goods and services, and producers are people who make goods and services.
- Be able to tell if an activity is consumption (purchasing goods) or production (making goods).
- Explain the advantages and disadvantages of producing an item by having different people specialize in different parts of the task.

Check your understanding: Specialization 

Students might learn about specialization by making decorations for food trays at a nursing home. Some of the decorations could be made by forming an assembly line with each person completing a part of the process such as cutting, coloring and gluing. They could compare that experience to having each person make an entire decoration.

- Identify examples of economic competition in the local community.

Check your understanding: Economic Competition 

Students might look at ads or the phone book to find different businesses that sell the same goods or services. They could find ways that each business tries to get more customers.



Government

- Explain the major functions of the government including:
 - a) Promoting order and security;
 - b) Making laws;
 - c) Settling disputes (disagreements, arguments);
 - d) Providing public services;
 - e) Protecting the rights of individuals.

- Explain the structure (arrangement) of the local government and identify local leaders such as the township trustees, county commissioners, city council members or the mayor.
- Tell where the local government buildings are located and the functions or duties that are carried out there.
- Identify goods and services provided by the local government, why people need them and how they are funded (e.g., through taxes).

Check your understanding: Examples of Goods/Services Provided by Government



Governments:

- Build and maintain roads;
- Provide a health department which inspects restaurants to make sure that they are clean and safe;
- Provide police and fire departments to ensure safety.



Citizenship Rights and Responsibilities

What this means: Preparing to become active citizens.

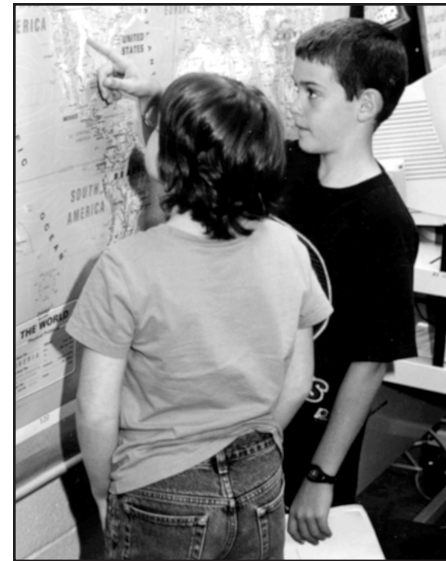
- Describe ways that people make the community a better place to live including:
 - Working to preserve the environment;
 - Helping the homeless;
 - Restoring houses in low-income areas;
 - Supporting education;
 - Planning community events;
 - Starting a business.
- Describe the responsibilities of citizenship with emphasis on:
 - Voting;
 - Obeying laws;
 - Respecting rights of others;
 - Being informed about current issues;
 - Paying taxes.



Social Studies Skills and Methods

What this means: Collecting information, organizing it and using it to make decisions.

- Get information about local issues from different sources such as maps, photos, oral (spoken) histories, newspapers, letters, artifacts (objects) and documents.
- Locate information using different parts of a source including the table of contents, title page, illustrations (pictures) and keyword searches.
- Identify possible cause and effect relationships.
- Read and understand pictographs (a diagram using pictures to represent a certain number of people, objects or events), bar graphs and charts.
- Use a problem-solving/decision-making process which includes:
 - Identifying a problem;
 - Gathering information;
 - Listing and considering options;
 - Considering advantages and disadvantages of options;
 - Choosing and applying a solution.



Tips

and Activities

- ✓ Look at old photographs of your community. Which buildings are the same today? What has changed? Has it grown or is it smaller than it was?
- ✓ Older relatives or friends can help your child to understand what the local community was like during the last century. Stories from a time before e-mail and cell phones are interesting for children and help them to understand change.
- ✓ Third-graders learn the cardinal directions. Ask your child where the sun rises and sets. Look at a map together. Ask, “Where is north?” “Where is south?”
- ✓ With a map or atlas, see if your child can use map coordinates (the guides that maps have at their edges with numbers and letters). You can make it into a game by asking the child to find the town located at (A,7) or (J,12).
- ✓ Help your child to find the equator, Arctic Circle, Antarctic Circle, North Pole and South Pole on a globe.
- ✓ As you take part in community events such as festivals, draw your child’s attention to traditions of the groups of people in that area and their particular holiday celebrations or foods.
- ✓ Use the local newspaper to find examples of people helping to make your community a better place. Discuss the activity and who will benefit.
- ✓ As you are traveling in the community, draw attention to services of local government such as road maintenance or police protection.

Note: Some of the tips and activities in this guide were derived from “parent tips” posted on the Web sites of Georgetown County School District in South Carolina (www.gcsd.k12.sc.us) and Chelsea Publishing House (www.teachervision.com). These resources were used with permission of the authors whom we gratefully acknowledge.

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