

Massachusetts Department of Elementary and Secondary Education

Prerequisite Content Standards: Elementary Grade Three

This resource is only to be used during school closure due to COVID-19. The Department identified content standards that are prerequisites for student success in the next grade level. The standards should not be used in connection with MCAS expectations or referenced in preparing students for the MCAS for any grade level. Since most standards will already have been taught prior to the closures, we anticipate that significant time would still be spent on reinforcement as an integral part of opposed to advancing new concepts.

English Language Arts and Literacy

Reading Literature and Informational

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10. Independently and proficiently read and comprehend texts exhibiting complexity appropriate for at least grade 3.

Reading Literature

2. Retell stories, including fables, folktales, and myths from diverse cultures determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.

Reading Informational

2. Determine the main idea of a text; recount the key details and explain how the support the main idea.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multi-syllable words.
 - d. Read grade-appropriate irregularly spelled words.
 - e. Read with sufficient accuracy and fluency to support comprehension.
 - f. Read grade-level text with purpose and understanding.

1. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

a. Write opinion pieces on topics or texts, supporting an opinion with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3).

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure and Meaning

- d. Produce, expand, and rearrange complete simple, compound, and complex sentences.
- e. Ensure subject-verb and pronoun-antecedent agreement.
- f. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
- g. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
- h. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Write legibly and fluently by hand, using either printing or cursive handwriting.
3. Capitalize appropriate words in titles.
4. Use commas in addresses.
5. Use commas and quotation marks in dialogue.
6. Form and use possessives.
7. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
8. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).
9. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
10. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Word Usage

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Mathematics

Operations and Algebraic Thinking

A. Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in five groups of seven objects each.
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are

- partitioned into equal shares of 8 objects each.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹⁰
 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

B. Understand properties of multiplication and the relationship between multiplication and division.

1. Apply properties of operations to multiply.¹¹
2. Understand division as an unknown-factor problem.

C. Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of

Number and Operations in Base Ten

A. Use place value understanding and properties of operations to perform multi-digit arithmetic. ¹²

2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations—Fractions

A. Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.

1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole

(a single unit) is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a unit fraction, $\frac{1}{b}$, on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the fraction $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0 on the number line.
 - b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length of $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - (a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - (b) Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - (c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
 - (d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

7. Relate area to the operations of multiplication and addition. ¹² A range of algorithms may be used.

Geometry

- a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

A. Reason with shapes and their attributes. 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Compare and classify shapes by their sides and angles (right angle/non-right angle). Recognize rhombuses, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Science and Technology/Engineering

Earth and Space Sciences

3-Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.

Life Science

3-LS3-1. Provide evidence, including through the analysis of data, that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms. 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.

Physical Science

1. Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object.

History and Social Science

Practice Standard 3: Organize information from multiple sources

Teachers are encouraged to prioritize Content Standards not yet introduced, and to apply them in connection with Practice Standard 3. Content Standards from Topics 5 and 6 are identified here with the assumption that earlier Topics were introduced earlier in the year.

Content Topic 5: The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans

4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.

Content Topic 6: **Massachusetts in the 18th Century through the American Revolution**

2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.