

Third Grade Curriculum Standards

2014-2015

Standards in **bold** print will appear on the progress report



Third Grade – Literacy

Literature *(a story with a character, setting and plot)*

Ask and answer questions to demonstrate understanding of the text, referring to the text as a basis for the answers

Determine the message, lesson or moral of the story and explain how it is supported through key details

Describe characters in a story and explain how their actions contribute to the sequence of events

Determine the meaning of words and phrases as they are used in a text

Explain how chapters, scenes or stanzas fit together to the overall structure of a story

Refer to parts of stories, dramas and poems when writing or speaking about a text (terms such as chapter, scene)

Distinguish their own point of view from that of the narrator

Explain how a text's illustrations contribute to what is conveyed by the words in a story

Compare and contrast the themes, settings and plots of stories written by the same author

Read and comprehend literature appropriate to grade 3

Informational Text *(factual text with information about the natural or human world)*

Ask and answer questions to demonstrate understanding of the text, referring to the text as a basis for the answers

Determine the main idea of a text, recount the key details, and explain how they support the main idea

Describe the relationship between a series of historical events, steps in a process (using time and sequence language)

Determine the meaning of general academic words and phrases for grade 3 topic or subjects

Use text features and search tools to locate information (key words, sidebars, hyperlinks)

Distinguish own point of view from that of the author

Use information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding

Describe the connections between particular sentences and paragraphs in a text

Compare and contrast the most important points and key details presented in two texts

Read and comprehend informational text (science and social studies) appropriate to grade 3

Foundational Skills

Identify and know the meaning of the most common prefixes and suffixes *(re - to do again, revisit means to visit again)*

Decode words with common Latin suffixes

Decode multi-syllable words (cel-e-bra-tion)

Recognize and read grade-appropriate irregularly spelled words (words that do not follow regular spelling patterns)

Read text orally with purpose and understanding, using appropriate rate, accuracy and expression

Language

Explain the functions of nouns, pronouns, adverbs and adjectives

Form and use regular, irregular, abstract and plural nouns

Form and use regular and irregular verbs and use simple verb tenses

Form and use comparative and superlative adjectives and adverbs

Use coordinating and subordinating conjunctions

Produce simple, compound and complex sentences

Use correct capitalization in a published piece of writing

Use grade appropriate punctuation correctly in a published piece of writing (including commas)

Uses correct spelling in a published piece of writing and use reference materials when needed

Use knowledge of language and its conventions when writing, speaking, reading or listening

Determining and clarifying the meaning of a new word formed when a known affix is added to the known word

(agreeable/disagreeable; comfortable/uncomfortable)

Demonstrate understanding of word relationships in word meanings

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

Third Grade – Literacy

Writing

Write a narrative that establishes a situation and introduces the narrator or character. The writing piece should use words to put the events in order (first, then, finally) and provide a sense of closure

Write an opinion piece that introduces a topic, state an opinion and provide reasons to support the opinion. The piece should have linking words and phrases (because, therefore, since) and provide a concluding statement

Write an informative piece that introduces a topic and groups related information together. The piece should have linking words (also, another, more) to connect ideas within categories and provide a concluding statement

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

With guidance and support from adults, use technology (keyboarding skills) to produce and publish writing and collaborate with others

Conduct short research projects that build knowledge about a topic

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into categories

Write routinely over long and short time frames for a variety of subject areas, tasks, purposes and audiences

Speaking and Listening

Come to discussions prepared, having read or studied the material

Follows agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

Ask questions to check understanding of information presented, stay on topic and link comments to remarks of others

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats

Ask and answer questions about information from a speaker, offering elaboration and detail

Report on a topic or text, tell a story or recount an experience with appropriate facts and details, speaking clearly

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace and adding visual displays to enhance facts or details

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Third Grade – Math

Operations & Algebra

Interpret Products of Whole Numbers

Interpret Whole-Number Quotients

Use Multiplication/Division within 100 to solve words problems.

Determine Unknown Variable in x / \div Equations

Apply Properties of Operations to Multiply/Divide

Understand Division as an Unknown Factor

Fluently Multiply and Divide within 100. Know from memory all multiplication facts to 100 within 3 - 5 seconds.

Solve Two-Step Word Problems all Operations, represent the problems using an equation with a letter standing for the unknown, and assess the reasonableness of the answers.

Identify arithmetic patterns and explain them using the properties of operations

Numbers Base Ten

Round Whole Numbers to Nearest 10 or 100

Fluently Add and Subtract within 1000 using strategies and algorithms based on place value

Multiply 1-Digit Numbers by Multiples of 10

Numbers Fractions

Understand Fractions as 1 Part of Equal Parts

Represent Fractions on a Number Line

Compare Fractions and Explain Equivalences

Measurement & Data

Tell & Write Time to Minute/Measure Elapsed Time

Measure/Estimate Liquid Volumes and Masses

Draw Picture and Bar Graphs/Solve Problems

Generate Measurement Data Using Rulers $1/2$ & $1/4$ inch

Understand Concepts of Area Measurement

Measure Area with Unit Squares

Relate Area to Multiplication and Division

Solve Problems Involving Perimeters of Polygons

Geometry

Categorize Shapes by Attributes

Partition Shapes into Parts with Equal Areas

Third Grade – Health

Identify the stages of the life cycle (i.e., birth, infancy, childhood, adolescence, adulthood, late adulthood, death)

Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)

Identify basic human body systems and their functions (i.e., skeletal: gives body support and shape; muscular: helps body move; circulatory: moves blood throughout the body; respiratory: helps the body use the air we breathe; digestive: helps the body use food to make energy;

Describe the effects of healthy and unhealthy foods on the body (e.g., healthy foods provide nutrients for growth and development; unhealthy foods contribute to a lack of energy and obesity)

Describe how personal health behaviors (e.g., grooming habits, wellness exams, proper nutrition, health fitness) affect individual well-

Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources)

Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)

Identify the differences between communicable and non-communicable illnesses and diseases (e.g., communicable: cold, flu, strep throat; non-communicable: asthma, allergies, cancer)

Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites)

Explain personal safety procedures and use of equipment (e.g., life jackets, emergency exit routes, seatbelts)

Identify different types of healthful community activities (e.g., hobbies, clubs, reading, physical activities, volunteering)

Explain the effects that peer pressure has on personal health (e.g., refusal skills)

Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)

Explain how people use natural resources (e.g., air, water, land)

Explain how pollution can affect the body (e.g., respiratory diseases, water borne diseases, chemical runoff)

Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)

Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet)

Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength)

Explain how to use resources from home, school, and community that provide valid health information (e.g., making an appointment with the school counselor, providing pertinent information to health care workers)

Identify ways to manage money in health-related decisions (e.g., fruit/candy, water/soda, roller blades/motorized scooter)

Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)

Third Grade – Science

Identify changes that are repetitive (seasons, day and night, water cycle).

Choose appropriate scientific tools for investigations

Ask questions related to a scientific investigation

Record observations based on simple investigations

Explain why water left in an open container disappears, but water in a closed container does not disappear

Explain how sound is produced by vibration

Identify needs of living things

Identify ways to prevent the spread of germs

Identify the benefits of recycling, reusing, and reducing

Third Grade – Social Studies

Use labels, symbols, compass rose, and legends to locate physical features on a map

Use a variety of resources (maps, charts, bar graphs, internet, books) to gather information about people, places, and events.

Interpret simple timelines and what else was occurring at the time

Compare and contrast how community life has changed from past to present

Identify ways families cooperate and compromise

Identify roles, rights, and responsibilities of a citizen in a community

Identify the physical characteristics (landforms, bodies of water, vegetation, etc.) of the local community

Identify seven continents, four oceans, and major nations of the world

Third Grade – Physical Education

Demonstrate mature form in skipping

Recall and perform motor skills in an activity

Move in directions and pathways

Describe how practice can improve performance

Identify physical activities that enhance health

Identify the benefits of flexibility

Demonstrate safe use of shared space safely

Demonstrate cooperation/respect to others

Identify appropriate communication skills

Third Grade – Music

Uses singing voice appropriately (pitch and in rhythm).

Perform independently on an instrument.

Creates music (including improvising)

Read simple rhythms in basic meters

Read simple pitch notation

Develop appropriate criteria to evaluate performances and compositions

Third Grade – Art

Know the different techniques used to create visual art

Use visual art materials and tools in a safe and responsible manner

Know the differences between visual art structures and functions

Know various purposes for creating works of art

