

THIRD GRADE THIRD NINE WEEKS

READING

Reading Applications: Informational, Technical and Persuasive Text

B 2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.

Acquisition of Vocabulary

A 2. Use context clues to determine the meaning of homophones, homonyms and homographs.

C 5. Apply knowledge of individual words in unknown compound words to determine their meanings.

C 6. Use knowledge of contractions and common abbreviations to identify whole words.

Reading Applications: Literary Text

A 3. Retell the plot sequence.

C 4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction, and non-fiction.

D 7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).

E 6. Identify stated and implied themes.

Reading Process: Concepts of Print, Comprehension Strategies, and Self-monitoring Strategies

B 2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.

D 4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.

E 7. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

WRITING

Writing Conventions

A 1. Write legibly in cursive, spacing letters, words and sentences appropriately.

B 2. Spell multi-syllabic words correctly.

B 3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.

B 5. Use correct spelling of words with common suffixes such as -ion, -ment, and -ly.

B 7. Use resources to check spelling (e.g., a dictionary, spell check).

C 8. Use end punctuation marks correctly.

C 9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.

C 10. Use correct capitalization.

D 11. Use nouns, verbs and adjectives correctly.

D 12. Use subjects and verbs that are in agreement.

D 14. Use nouns and pronouns that are in agreement.

D 17. Use conjunctions

Writing Processes

A 1. Generate writing ideas through discussions with others and from printed material.

A 2. Develop a clear main idea for writing.

B 3. Develop a purpose and audience for writing.

C 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

D 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair)

E 6. Use a wide range of simple, compound and complex sentences.

E 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.

E 11. Add descriptive words and details and delete extraneous information.

E 12. Rearrange words, sentences and paragraphs to clarify meaning.

F 13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.

G 14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

H 15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

I 16. Rewrite and illustrate writing samples for display and for sharing with others.

Communication: Oral and Visual

A 1. Ask questions for clarification and explanation and respond to others ideas.

B 2. Identify the main idea, supporting details and purpose of oral presentations and visual media.

C 4. Demonstrate an understanding of the rules of the English language.

C 5. Select language appropriate to purpose and audience.

C 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.

C 7. Adjust speaking content according to the needs of the audience.

D 3. Identify the difference between facts and opinions in presentations and visual media.

E 8. Deliver informational presentations that:

- present events or ideas in a logical sequence and maintain a clear focus
- demonstrate an understanding of the topic
- include relevant facts and details from multiple sources to develop topic
- organize information, including a clear introduction, body and conclusion.
- use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
- identify sources

G 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey information and descriptive details.

Research

A 1. Choose a topic for research form a list of questions, assigned topic or personal area of interest.

A 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources)

A 3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMS Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic

B 4. Identify important information found in the sources and summarize the important findings.

B 5. Sort relevant information into categories about the topic.

C 6. Understand the importance of citing sources.

C 7. Use a variety of communication techniques, including oral, visual, written, or multimedia reports, to present information gathered.

Writing Applications

B 2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.

C 3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.

C 5. Produce informal writings (e.g., messages, journals, notes, and poems) for various purposes.

D 4. Write informational reports that include the main ideas and significant details from the text.

MATH

Geometry and Spatial Sense

A 1. Analyze and describe properties of two-dimensional shapes and three-dimensional objects using terms such as vertex, edge, angle, side and face.

D 2. Identify and describe the relative size of angles with respect to right angles as follows:

- Use physical models, like straws, to make different sized angles by opening and closing the sides, not by changing the side lengths.
- Identify, classify and draw right, acute, obtuse and straight angles.

E 1. Analyze and describe properties of two-dimensional shapes and three-dimensional objects, using terms such as vertex, edge, angle, side and face.

E 5. Build a three-dimensional model of an object composed of cubes; e.g., construct a model based on an illustration or actual object.

G 3. Find and name locations on a labeled grid or coordinate system; e.g., a map or graph.

H 4. Draw lines of symmetry to verify symmetrical two-dimensional shapes.

Data Analysis and Probability

G 10. Use physical models, pictures, diagrams and lists to solve problems involving possible arrangements or combinations of two to four objects.

Measurement

A 1. Identify and select appropriate units for measuring:

- length-miles, kilometers and other units of measure as appropriate
- volume (capacity) – gallons
- weight-ounces, pounds, grams, or kilograms
- temperature-degrees (Fahrenheit or Celsius)

C 2. Establish personal or common referents to include additional units; e.g., a gallon container of milk; a postage stamp is about a square inch.

C 5. Estimate and measure length, weight and volume (capacity) using metric and U.S. customary units, accurate to the nearest ½ and ¼ unit as appropriate.

D 6. Use appropriate measurement tools and techniques to construct a figure or approximate and amount of specified length, weight or volume (capacity); e.g., construct a rectangle with length 2 ½ inches and width 3 inches, fill a measuring cup to the ¾ cup mark.

D 7. Make estimates for perimeter, area, and volume using links, tiles, cubes, and other models.

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MATH CONTINUED

Number, Number Sense and Operations

A 2. Use place value concepts to represent whole numbers and decimals using numerals, words, expanded notation and physical models.

c. model the size of 1000 multiple ways; e.g., packaging 1000 objects into 10 boxes of 100, modeling a meter with centimeter and decimeter strips, or gathering 1000 pop-can tabs

B 7. Recognize and use decimal and fraction concepts and notations as related ways of representing parts of a whole or a set; e.g., 3 of 10 marbles are red can also be described as $\frac{3}{10}$ and 3 tenths are red.

C 5. Represent fractions and mixed numbers using words, numerals and physical models.

D 6. Compare and order commonly used fractions and mixed numbers using number lines, models (such as fraction circles or bars) points of reference (such as more or less than) and equivalent forms found using physical or visual models.

H 10. Explain and use relationships between operations such as

b. relate multiplication to division as inverse operations

d. relate subtraction to division (repeated subtraction)

I 13. Demonstrate fluency in multiplication facts through 10 and corresponding division facts.

L 8. Model, represent and explain multiplication ; e.g., repeated addition, skip counting, rectangular arrays and area model for example:

a. use conventional mathematical symbols to write equations for word problems involving multiplication.

b. understand that, unlike addition and subtraction, the factors in multiplication and division may have different units; e.g., 3 boxes of 5 cookies each

SOCIAL STUDIES

People in Societies

A 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:

- a. Artistic expressions
- b. Religion
- c. Language
- d. Food

Geography

D 8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Citizenship Rights and Responsibilities

A 2. Demonstrate effective citizenship traits including:

- a. Civility;
- b. Respect for the rights and dignity of each person;
- c. Volunteerism; Compromise;
- d. Persistence in achieving goals;
- e. Civic-mindedness.

B 3. Describe the responsibilities of citizenship with emphasis on:

- a. Voting
- b. Obeying laws
- c. Respecting the rights of others
- d. Being informed about current issues
- e. Paying taxes

Social Studies and Methods

A 1. Obtain information about local issues from a variety of sources including:

- a. Maps;
- b. Photos;
- c. Oral histories;
- d. Newspapers;
- e. Letters;
- f. Artifacts;
- g. Documents.

A 2. Locate information using various parts of a source including:

- a. The table of contents;
- b. Title page;
- c. Illustrations;
- d. Keyword searches.

B 3. Identify possible cause and effect relationships.

B 4. Read and interpret pictographs, bar graphs and charts.

C 6. Use a problem-solving/decision making process which includes:

- a. identifying a problem
- b. gathering information
- c. listing and considering options
- d. considering advantages and disadvantages of options.
- e. choosing and implementing a solution.

History

C 3. Describe changes in the community over time including changes in:

- a. business
- b. architecture
- c. physical features
- d. employment
- e. education
- f. transportation
- g. technology
- h. religion
- i. recreation

Economics

A 1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

B 2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.

B 3. Categorize economic activities as examples of production or consumption.

B 4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

C 5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.

C 6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.

C 7. Identify examples of economic competition in the local community.

Government

A 1. Explain the major functions of local government including:

- a. Promoting order and security;
- b. Making laws;
- c. Settling disputes;
- d. Providing public services;
- e. Protecting the rights of individuals.

A 2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).

A 3. Identify the location of local government buildings and explain the functions of government that are carried out there.

A 4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).

A 5. Define power and authority.

A 6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

SCIENCE

Scientific Inquiry

A 1. Select the appropriate tools and use relevant safety procedures to measure and record length and weight in metric and English Units.

B 2. Discuss observations and measurements made by other people.

B 3. Read and interpret simple tables and graphs produced by self/others.

B 5. Record and organize observations (e.g., journals, charts and tables).

C 6. Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral and recorded observations).

Science and Technology

B 4. Use a simple design process to solve a problem (e.g., identify a problem, identify possible solutions and design a solution).

B 5. Describe possible solutions to a design problem (e.g., how to hold down paper in the wind).

Scientific Ways of Knowing

B 1. Describe different kinds of investigations that scientists use depending on the questions they are trying to answer.

C 5. Keep records of investigations and observations and do not change the records that are different from someone else's work.

D 3. Explore through stories how men and women have contributed to the development of science.

D 4. Identify various careers in science.

D 5. Discuss how both men and women find science rewarding as a career and in their everyday lives.

Earth and Space Sciences

C 1. Compare distinct properties of rocks (e.g., color, layering and texture).

C 2. Observe and investigate that rocks are often found in layers.

C 3. Describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather.

C 4. Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals).

C 5. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth).

C 6. Investigate that soils are often found in layers and can be different from place to place.