

THIRD GRADE

MATH

NUMBER CONCEPTS AND OPERATIONS

- 3.1 Apply number concepts and operations to real world situations.
 - 3.1.1 Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.
 - 3.1.2 Use place value to compare and order whole numbers through 9,999.
 - 3.1.3 Construct concrete models of equivalent fractions.
 - 3.1.4 Compare fractional parts of whole objects in a problem-solving situation.
 - 3.1.5 Select addition or subtraction to solve problems with whole numbers through 999 with and without regrouping.
 - 3.1.6 Understand and apply multiplication facts through the tens using concrete models.
 - 3.1.7 Solve and use number sentences to record multiplication problems with a one-digit multiplier.
 - 3.1.8 Use models to solve division problems and use number sentences to record solutions.
 - 3.1.9 Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.
 - 3.1.10 Estimate sums and differences of two-digit numbers.
 - 3.1.11 Determine the value of a collection of coins and/or bills.
 - 3.1.12 Select an appropriate problem-solving strategy including drawing a picture, looking for a pattern, estimating and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
 - 3.1.12 Use tools such as objects, manipulatives, calculators, and other technology to solve problems.

PROBABILITY AND STATISTICS

- 3.2 Gather, organize, display and interpret data.
 - 3.2.1 Gather, organize, record, and display data in pictographs and bar graphs.
 - 3.2.2 Interpret information from pictographs, bar graphs, circle graphs and line graphs.
 - 3.2.3 Use data to describe events as more likely, less likely, or equally likely.

PATTERNS, FUNCTIONS, AND ALGEBRAIC THINKING

- 3.3 Use patterns as a tool for problem solving.
 - 3.3.1 Identify and extend whole-number and geometric patterns to make predictions and solve problems.
 - 3.3.2 Identify patterns in multiplication facts using concrete objects, pictorial models, or calculators.
 - 3.3.3 Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 3 = 2$, $6 \div 2 = 3$.
 - 3.3.4 Identify patterns in a table of related number pairs and extend the table

(such as insects to legs).

GEOMETRY AND SPATIAL REASONING

- 3.4 Apply principles of geometry to the environment.
 - 3.4.1 Name, describe, and compare shapes and solids using formal geometric vocabulary.
 - 3.4.2 Identify congruent shapes.
 - 3.4.3 Create shapes with lines of symmetry using concrete models.
 - 3.4.4 Identify lines of symmetry in shapes.
 - 3.4.5 Locate and name points on a line using whole numbers and fractions.

MEASUREMENT

- 3.5 Interpret real world situations using measurement concepts.
 - 3.5.1 Use linear measure to find the perimeter of a shape.
 - 3.5.2 Use concrete models of square units to determine the area of a shape.
 - 3.5.3 Estimate and measure lengths using standard units such as inch, foot, yard, centimeter, decimeter, and meter.
 - 3.5.4 Tell and write time shown on an analog and digital clock.
 - 3.5.5 Use a thermometer to measure temperature.
 - 3.5.6 Apply measurement concepts to problem solving situations.

READING/LANGUAGE ARTS

READING

- 3.1 Use strategies to comprehend simple chapter books and other texts.
 - 3.1.1 Survey a chapter to establish a purpose for reading.
 - 3.1.2 Apply phonetic analysis and structural analysis, syntactic structure and semantic content to decode unknown words.
 - 3.1.3 Apply knowledge of punctuation to adjust rate, inflection and volume.
 - 3.1.4 Make, check and revise logical predictions during and after reading (using titles, front and back cover, table of contents, chapter titles, background information, previous events in the story, illustrations and captions).
 - 3.1.5 Demonstrate ability to use a table of contents, index, dictionary/glossary, and encyclopedia to obtain information.
 - 3.1.6 Apply strategies to aid in comprehending non-fiction material including SQ3R (Survey, Question, Read, Reflect, Reread) and KWL (What do I Know? What do I Want to Know? What Have I Learned?).
 - 3.1.7 Monitor comprehension using self-correction strategies.
 - 3.1.8 Determine the meaning of unknown words using a glossary or dictionary.
 - 3.1.9 Demonstrate understanding of cause and effect.
 - 3.1.10 Differentiate between fact and opinion.
 - 3.1.11 Infer meaning from context.
 - 3.1.12 Expand vocabulary (key selection vocabulary, specialized words, etc.).
 - 3.1.13 Make literary comparisons (story elements, genres, character analysis, etc.).
 - 3.1.14 Recognize and discuss literature as part of the human experience

- (cultural awareness and appreciation, diversity, etc.).
- 3.1.15 Set and monitor reading goals with teacher guidance (assess strengths and weaknesses).
 - 3.1.16 Summarize key points and main ideas of a selection that has been read.
 - 3.1.17 Demonstrate a familiarity with a variety of selected classic fiction, folktales, and poetry.
 - 3.1.18 Demonstrate a familiarity with a variety of selected non-fiction including informational texts and biographies.

WRITING

- 3.2 Compose a formal expository paragraph.
 - 3.2.1 Use a variety of pre-writing strategies to initiate the writing process (brainstorming, webbing, listing, conferring).
 - 3.2.2 Apply editing and revision strategies to create a final product.
 - 3.2.3 Share writing with others (publishing).
 - 3.2.4 Use correct forms of grammar usage, parts of speech, mechanics, and punctuation.
 - 3.2.5 Demonstrate correct spelling of core high frequency words in daily writing.
 - 3.2.6 Write legibly in cursive and manuscript forms.
 - 3.2.7 Develop a topic sentence, supporting information (facts, details, examples, explanations), and conclusion.
 - 3.2.8 Monitor personal writing goals with peer and teacher input (assess personal strengths/weaknesses).
 - 3.2.9 Summarize key points and supporting details from fiction and non-fiction selections in paragraph form.
 - 3.2.10 Adapt writing style to fit a variety of audiences and purposes (letters, stories, reports, poetry, journal entry, etc.)
 - 3.2.11 Write in a variety of modes (narrative, expository, descriptive, persuasive).
 - 3.2.12 Develop an appreciation for writing and increase fluency through frequent, regular independent practice (journals, writers' workshop, cross curricular writing opportunities).
 - 3.2.13 Expand sentences using descriptive words and phrases.
 - 3.2.14 Incorporate into compositions information gained from reference materials.
 - 3.2.15 Use legible cursive handwriting in daily writing.

LISTENING

- 3.3 Demonstrate purposeful listening by summarizing speaker's purpose and key points.
 - 3.3.1 Demonstrate understanding of multi-step directions.
 - 3.3.2 Differentiate between relevant and irrelevant information.
 - 3.3.3 Display receptive body language (eye contact, attentive listening, etc.).
 - 3.3.4 Identify key points and main idea for information presented orally.

SPEAKING

- 3.4 Deliver a simple oral presentation.
 - 3.4.1 Communicate effectively using appropriate rate, volume, word choice and grammar.
 - 3.4.2 Demonstrate growth in vocabulary.
 - 3.4.3 Retell a selection using main idea and key points.
 - 3.4.4 Respond to an oral presentation with relevant questions or comments.
 - 3.4.5 Produce relevant information in a discussion.
 - 3.5.6 Participate in dramatic activities.

SCIENCE

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

LIFE SCIENCE

- 3.1 Understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.
 - 3.1.1 Describe the life cycle of selected plants and animals (i.e., frog, chicken, butterfly, radish, bean plant).
 - 3.1.2 Describe plant and animal structures which serve different functions in growth, survival, and reproduction.
 - 3.1.3 Observe and describe the habitats of organisms within an ecosystem.
 - 3.1.4 Observe and identify organisms with similar needs that compete with one another for resources (i.e., oxygen, water, food, space).
 - 3.1.5 Describe environmental changes in which some organisms would thrive, become ill, or die.
 - 3.1.6 Describe how living organisms modify their physical environment to meet their needs (i.e., beaver build a dam, human build a home, etc.).

EARTH SCIENCE

- 3.2 Understand the composition of the earth, its history, the natural processes that shape it, and its place in the universe.
 - 3.2.1 Describe and illustrate the water cycle.
 - 3.2.2 Identify uses of earth materials including rocks, soil, water, and gases of the atmosphere.
 - 3.2.3 Classify earth materials as renewable, non-renewable, or inexhaustible resources.
 - 3.2.4 Identify the planets in our solar system and their position in relation to the sun.
 - 3.2.5 Describe the physical features of the sun.
 - 3.2.6 Illustrate and explain the phases of the moon.
 - 3.2.7 Describe rotation of the earth in relation to the sun to explain earth's seasonal changes.

PHYSICAL SCIENCE

- 3.3 Understand common properties, forms, and changes in matter and energy.
 - 3.3.1 Describe changes to the earth's surface that result from the sun as a major source of energy.
 - 3.3.2 Identify ways in which heat can be produced (i.e., burning, rubbing, mixing chemicals, etc.).

- 3.3.3 Identify, predict, and test uses of heat to cause change in matter (melting, evaporation).

HEALTH

- 3.4 Understand how to maintain and promote personal health.
 - 3.3.1 Describe the principles of food safety involved with food storage and preparation.
 - 3.3.2 Identify nutrient value of selected foods and their role in a healthy diet.
 - 3.3.3 Identify factors that affect food choices (i.e., activity level, peers, culture, religion, time, advertising, age, personal experience, etc.)

Focus: Regions

SOCIAL STUDIES

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

HISTORY

- 3.1 Understands the histories of communities and regions.
 - 3.1.1 Describe daily life in a pioneer farming community (in terms of work, clothing, tools, food, and food production in the early 1800's).
 - 3.1.2 Describe daily life in a colonial community (i.e., Plymouth, etc.)
 - 3.1.3 Describe daily life in an early Native American community.
 - 3.2.0 Describe the contributions of individuals (i.e.: Christopher Columbus, Lewis and Clark, etc.) in the expansion of regions.

GEOGRAPHY

- 3.3 Understand how humans adapt to variations in the physical environment.
 - 3.3.1 Describe and explain variations in the physical environment including climate, land forms, natural resources, and natural hazards.
 - 3.3.2 Compare/contrast how people in different communities adapt to or modify the physical environment.
 - 3.3.3 Describe how geography influences settlement and population patterns.
 - 3.4.0 Understand the concepts of location, distance, and direction on maps and globes.
 - 3.4.1 Use cardinal and intermediate directions to locate places on maps and globes.
 - 3.4.2 Use a scale to determine the distance between places on maps and globes.
 - 3.4.3 Identify and use the compass rose, grid, and symbols to locate places on maps and globes.
 - 3.4.4 Create maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

ECONOMICS

- 3.5 Understand the role of business in the free enterprise system.
 - 3.5.1 Give examples of how a simple business operates.
 - 3.5.2 Define and distinguish between goods and services.
 - 3.5.3 Explain how supply and demand affect the price of a good or service.

- 3.5.4 Explain how the cost of production and selling price affect profits.
- 3.5.5 Compare/contrast the economic activities of the different regions of the United States.
- 3.6 Define taxes and understand their purpose.

CIVICS/GOVERNMENT

- 3.7 Understand the basic structure and function of local government.
 - 3.7.1 Describe the basic structure of government in the local community.
 - 3.7.2 Identify services commonly provided by local governments.
 - 3.7.3 Explain how local government services are financed.
- 3.8 Understand the influence of individual and group decisions on communities in a democratic society.
 - 3.8.1 Describe community changes that result from individual or group decisions.
 - 3.8.2 Describe actions individuals or groups can take to improve the community.
 - 3.8.3 Identify and explain the importance of civic responsibility, including obeying laws and voting.

SOCIOLOGY/ANTHROPOLOGY

- 3.9 Define culture as the way of life of a group of people.
 - 3.9.1 Explain the significance of selected ethnic and/or cultural celebrations in the region, state, nation and other nations (i.e. St. Patrick's Day, Cinco De Mayo, Kwanzaa, etc.).
 - 3.9.2 Explain the significance of selected individual writers and artists, and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.
 - 3.9.3 Describe common difficulties and challenges facing cultures in the world today.

MUSIC

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

- 3.1 The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:
 - 3.1.1 Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.
 - 3.1.2 Use musical terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances.
 - 3.1.3 Identify forms presented aurally such as AB, ABA and rondo.
- 3.2 The student performs a varied repertoire of music. The student is expected to:
 - 3.2.1 Sing or play classroom instruments independently or in groups.
 - 3.2.2 Sing songs from diverse cultures and styles.
- 3.3 The student reads and writes music notations. The student is expected to:
 - 3.3.1 Read and write music notations, using a system (letters, numbers, syllables).
 - 3.3.2 Read and write music that incorporates basic rhythmic patterns in simple meters.

- 3.3.3 Identify music symbols and terms referring to dynamics and tempo.
- 3.4 The student relates music to history, to society, and to culture. The student is expected to:
 - 3.4.1 Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures.
 - 3.4.2 Perform songs and musical games from diverse cultures.
 - 3.4.3 Identify relationships between music and other subjects.
- 3.5 The student responds to and evaluates music and musical performance. The student is expected to:
 - 3.5.1 Define basic criteria for evaluating musical performances.
 - 3.5.2 Exhibit audience etiquette during live performance.

PHYSICAL EDUCATION

The three basic concepts addressed in the physical education standards are movement, physical activity /health and social development.

- 3.1 The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - 3.1.1 Travel forward, sideways, and backwards and change direction quickly and safely in dynamic situations.
 - 3.1.2 Demonstrate mature form in jogging, running, and leaping.
 - 3.1.3 Demonstrate moving in and out of balanced position with control.
 - 3.1.4 Demonstrate proper body alignment in lifting, carrying, pushing, and pulling.
 - 3.1.5 Demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety roll.
 - 3.1.6 Clap echoes in a variety of one measure rhythmical patterns.
 - 3.1.7 Demonstrate various step patterns and combinations of movement in repeatable sequences.
 - 3.1.8 Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick.
- 3.2 The student applies movement concepts and principals to the learning and development of motor skills. The student is expected to:
 - 3.2.1 Identify similar positions in a variety of movements such as straddle positions, ready position and bending knees to absorb force.
 - 3.2.2 Know that practice, attention and effort are required to improve skills.
- 3.3 The student exhibits a health enhancing, physically–active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:
 - 3.3.1 Describe and select physical activities that provide opportunities for enjoyment and challenge;
 - 3.3.2 Participate in moderate to vigorous physical activities on a daily basis that cause an increased heart rate, breathing rate, and perspiration;
 - 3.3.3 Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
 - 3.3.4 Participate in appropriate exercises for developing flexibility.
 - 3.3.5 Identify opportunities for participation in physical activity in the

- community such as organized recreational sports, dance classes, karate etc.
- 3.4 The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:
- 3.4.1 Describe the long-term effects of physical activity on the heart.
 - 3.4.2 Distinguish between aerobic and anaerobic activities.
 - 3.4.3 Identify principles of good posture and its impact on physical activity.
- 3.5 The student understands safety practices associated with physical activity and space. The student is expected to:
- 3.5.1 Use equipment safely and properly.
 - 3.5.2 Select and use proper attire that promotes participation and prevents injury.
 - 3.5.3 Identify and apply safety precautions when walking, jogging, and skating in the community such as use of sidewalks, walk on the left side of the street when facing traffic, wear light or reflective clothing, and be considerate of other pedestrians.
 - 3.5.4 Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.
- 3.6 The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports and dance. The student is expected to:
- 3.6.1 Explain the importance of basic rules in games and activities.
- 3.7 The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- 3.7.1 Follow rules, procedures, and etiquette.
 - 3.7.2 Persevere when not successful on the first try in learning movement skills.
 - 3.7.3 Accept and respect differences and similarities in physical abilities of self and others.

VISUAL ARTS

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

- 3.1 Develop perceptions to increase visual awareness and sensitivity to surroundings. The student develops and organizes ideas from the environment. The student is expected to:
- 3.1.1 Identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events.
 - 3.2.1 Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.
- 3.2 Expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- 3.2.1 Create artworks based on personal observations and experiences.
 - 3.2.2 Produce drawings, paintings, prints, constructions, ceramics and fiber art, using a variety of art materials appropriately.
 - 3.2.3 Develop a variety of effective compositions, using design skills.
- 3.3 Demonstrates an understanding of art history and culture as records of human

achievement. The student is expected to:

- 3.3.1 Compare content in artworks from the past and present for various purposes such as telling stories, and documenting history and traditions.
- 3.3.2 Compare selected artworks from different cultures.
- 3.3.3 Relate art to different kinds of jobs in everyday life.
- 3.4 Makes informed judgments about personal artworks and the works of others.
The student is expected to:
 - 3.4.1 Identify general intent and expressive qualities in personal artwork.
 - 3.4.2 Apply simple criteria to identify main ideas in original artwork, portfolios, and exhibitions of peers and major artists.

FOREIGN LANGUAGE

Language study is best begun in kindergarten (or earlier) and continued without interruption through grade 12 and beyond. Research confirms that children easily and naturally acquire language at an early age. The degree of proficiency is directly proportional to the amount of time spent by students in meaningful study. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

1.1 The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

- 1.1.1 Students listen to and derive meaning from a variety of foreign language sources. In order to meet this standard the student will:
 - Recognize common expressions;
 - Obtain meaning from diverse listening sources;
 - Demonstrate comprehension through appropriate responses; and
 - Engage in a variety of listening situations.
 - Comprehend common memorized words, expressions, and cognates (a word related to one in another language) when hearing the foreign language spoken from a variety of sources;
 - Demonstrate comprehension of everyday conversations including familiar situations and simple instructions.
- 1.1.2 Students speak in a foreign language for a variety of purposes and for diverse audiences. In order to meet this standard, a student will:
 - Apply pronunciation rules and intonation patterns;
 - Use vocabulary, grammatical forms, and structures of the target language to convey meaning;
 - Apply knowledge of cultural practices to spoken language;
 - Express needs, tell stories, obtain and convey information, explain concepts and procedures, and persuade; and
 - Interact with speakers of the language in a variety of venues: personal, business, dramatic presentations.
 - Use learned pronunciation and intonation patterns;
 - Speak in predictable, familiar situations using learned vocabulary and phrases;
 - Express personal opinions and desires with learned phrases;
 - Describe everyday topics using appropriate vocabulary and grammatical structures;

- Ask and answering simple questions.
- 1.1.3 Students read and derive meaning from a variety of materials written in a foreign language. In order to meet this standard, students will;
- Recognize words, phrases, idiomatic expressions, and grammatical structures;
 - Demonstrate comprehension of reading materials written for a variety of purposes;
 - Use and apply the information gained from reading;
 - Respond to the cultural elements contained in reading materials of the language.
 - Recognize and understand cognates (a word related to one in another language) and expressions;
 - Infer meaning of unfamiliar words from context;
 - Show comprehension of reading materials;
 - Identify cultural elements found in reading materials.
- 1.1.4 Students write in a foreign language for a variety of purposes and for diverse audiences. In order to meet this standards students will
- Write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading;
 - Write for audiences such as peers, teachers, and community members;
 - Plan, draft, revise, proof read, and edit written communications;
 - Use correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning;
 - Write about everyday topics and express personal opinions and desires using learned vocabulary phrases and grammatical structures;
 - Obtain and report information for a variety of audiences
 - Proofread and rewrite their own work;
 - Use appropriate grammar, spelling, capitalization, and punctuation;

2.1 The student gains knowledge and understanding of other cultures. The student is expected to:

- Demonstrate knowledge of aspects of foreign cultures such as daily life, education, history, geography, government, economics, and the arts;
- Apply knowledge of cultural practices when communicating in a foreign language;
- Use the foreign language to access cultural information available only in that language.
- Observe and identify everyday cultural practices (what people do).
- Use culturally appropriate gestures and oral expressions for common or familiar classroom interactions.
- Listen to or read materials in the language from the cultures being studied.