

# Lincolnwood School District 74

## Learning Standards

### 3rd Grade



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## ENGLISH LANGUAGE ARTS (ELA)

### KEY VOCABULARY

Students will define and use the following vocabulary...

accuracy	adjective	antonym	base word	common noun	comprehension	context clues	fluency
infer	mental image	noun	plural	predict	prefix	prior knowledge	proper noun
sentence	singular	subject	suffix	synonym	verb		

### LITERATURE

Students will be able to...

- Describe characters in a story (e.g., their traits, motivations, or feelings) 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, distinguishing literal from nonliteral language
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- Distinguish their own point of view from that of the narrator or those of the characters
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- Recount 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 the text
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently

### INFORMATIONAL TEXT

Students will be able to...

- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Distinguish their own point of view from that of the author of a text
- Compare and contrast the most important points and key details presented in two texts on the same topic
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently

## FOUNDATIONAL SKILLS

*Students will be able to ...*

- Decode multisyllable words
- Read with sufficient accuracy and fluency to support comprehension
- Read on-level text with purpose and understanding
- Read grade-appropriate irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension
- Read on-level text with purpose and understanding
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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- Read on-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## WRITING

*Students will be able to...*

- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact 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 provided categories
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## SPEAKING AND LISTENING

*Students will be able to...*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)

## LANGUAGE

*Students will be able to...*

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)  
Use a known root word as a clue to the meaning of an unknown word with the same root [e.g., company, companion].
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)  
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

## **MATHEMATICS**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

area	congruent	difference	factor	fraction	mass
perimeter	polygon	product	regrouping	symmetry	volume

### MEASUREMENT AND DATA

*Students will be able to...*

- Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects
- Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects (Elapsed Time)
- Represent and Interpret data
- Geometry: identify attributes of shapes
- Geometric measurement: understand concepts of area and relate area to multiplication and addition
- Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

### OPERATIONS AND ALGEBRAIC THINKING

*Students will be able to...*

- Solve problems involving the four operations and identify and explain patterns in arithmetic
- Represent and solve problems involving multiplication and division
- Understanding Properties of Multiplication and the Relationship Between Multiplication and Division
- Multiply and Divide Within 100

### NUMBERS AND OPERATIONS IN BASE TEN

*Students will be able to...*

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

## NUMBER AND OPERATIONS-FRACTIONS

Students will be able to...

- Develop Understanding of Fractions as Numbers

## **SCIENCE**

### KEY VOCABULARY

Students will define and use the following vocabulary...

brightness	deposition	energy	erosion	fossil fuel	glacier	grain
humus	landform	minerals	natural resources	nonrenewable resources	orbit	phase
property	recycling	renewable resources	revolve	rotate	satellite	soil
star	sun	telescope	temperature	transform	weathering	

### EARTH SCIENCE

Students will be able to...

- Identify how the Sun, Earth, and Moon are connected
- Identify the properties observed about the sun
- Identify observations of stars
- Identify observations about Earth's materials
- Identify how weathering and erosion change the land

## **SOCIAL SCIENCE**

### KEY VOCABULARY

Students will define and use the following vocabulary...

border	boycott	citizen	community	culture	discriminate
diverse	economy	geography	government	immigrant	

### GEOGRAPHY

Students will be able to...

- Identify our community in the world using geographical terms
- Identify and locate our community in the United States using map skills
- Describe the geography of communities in the United States

### HISTORY

Students will be able to...

- Explain how people became part of our country

### SOCIAL SCIENCE

Students will be able to...

- Compare and contrast various cultures

### ECONOMICS

Students will be able to...

- Explain how our economy works

## POLITICAL SCIENCE

*Students will be able to...*

- Name and describe the public services in our community
- Explain what government does at the local level
- Identify our rights and responsibilities as citizens

## **SOCIAL AND EMOTIONAL**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

assertive	conflict	emotions	honesty	reflection
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*Students will be able to...*

- INTERACT WELL WITH OTHERS
- DEMONSTRATE SELF CONTROL
- RESPECT SELF, OTHERS AND PROPERTY
- ACCEPT RESPONSIBILITY FOR ONE'S ACTION

## **HEALTH**

### HEALTH PROMOTION, PREVENTION, TREATMENT

*Students will be able to...*

- Describe what makes a meal healthy
- Identify the importance of check-ups, physical activity, and personal hygiene
- Identify giving basic first aid and reducing risks in dangerous situations
- Identify communicable and chronic disease

### HUMAN BODY SYSTEMS

*Students will be able to...*

- Discuss and understand major body systems
- Identify feelings, family changes, self-concept, and character
- Identify key components of growth and development
- Identify and describe the dangers of using alcohol, tobacco, and other drugs

### COMMUNICATION AND DECISION-MAKING

- Personal Body Safety Program (Northwest CASA)
- Identify how to resolve conflicts, manage stress, and build healthful relationships
- Set basic health goals and track progress towards achievement

## **PHYSICAL EDUCATION**

### KEY VOCABULARY

Students will define and use the following vocabulary...

endurance	hand-eye coordination	heart rate	pace	sportsmanship	strategy
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### MOTOR SKILLS

Students will be able to...

- Participate in physical activities without interfering with others or objects
- Demonstrate control while manipulating objects to change direction and distance
- Differentiate between offensive and defensive strategies in lead-up games
- Develop control while performing manipulative skills
- Demonstrate gymnastic and yoga movements using a variety of balance, core, strength, and weight transfer movements.

### PHYSICAL FITNESS

Students will be able to...

- Discuss the benefits of physical activity
- Understand the concepts of warm-up and cool-down
- Participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength and endurance

### TEAM BUILDING

Students will be able to...

- Develop team building skills by working with others through physical activity
- Able to apply simple rules in lead-up game situations
- Identify the safety procedures to be followed during participation in a group physical activity
- Know the consequences of not following the class procedures and rules

## **INFORMATION LITERACY**

### KEY VOCABULARY

Students will define and use the following vocabulary...

Call Number	Library Catalog	Keywords	Fiction	Nonfiction	Digital Citizen
Plagiarism	Private Information	Personal Information	Online Community	Dewey Decimal	Hold

### ACCESS INFORMATION

Students will be able to...

- Explain an information need
- Understand the concept of keywords
- Identify keywords and/or search terms with guidance
- Locate material by call number
- Locate materials using library catalog

## EVALUATE INFORMATION

*Students will be able to...*

- Determine appropriate sources of information
- Identify facts and details that support main ideas
- Analyze and evaluate new information based on previous experience and knowledge
- Find similar ideas in more than one source
- Recognize the differences between sources

## USE INFORMATION ACCURATELY

*Students will be able to...*

- Communicate results of information search in format appropriate for content
- Recognize ownership of written and illustrated material
- Observe Internet guidelines and protocols as defined in the district's policies

## APPRECIATE LITERATURE AND PURSUE KNOWLEDGE

*Students will be able to...*

- Use both text and visuals to understand literature
- Select a "Just Right" book independently for personal reading
- Identify numerous types and elements of literature
- Analyze and understand information presented creatively in non textual formats
- Seek information related to personal interests
- Select resources and materials based on interest, need, and appropriateness

## UNDERSTAND AND PRACTICE INTERNET SAFETY

*Students will be able to...*

- Use personal and private information appropriately
- Behave responsibly and respectfully in a networked environment
- Use electronic devices safely and appropriately

## **TECHNOLOGY**

### COMMUNICATION AND COLLABORATION

*Students will be able to...*

- Understand that the Internet is a communication tool for people in our school, district, and around the world
- Use technology to produce and publish writing, using keyboarding skills, and to interact and collaborate with others

### CREATIVITY AND INNOVATION

*Students will be able to...*

- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

### CRITICAL THINKING

*Students will be able to...*

- Use technology to solve learning problems

### RESEARCH AND INFORMATION FLUENCY

*Students will be able to...*

- Use text features and search tools to locate information relevant to a given topic efficiently
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories



## TECHNOLOGY OPERATIONS AND CONCEPTS

*Students will be able to...*

- Keyboard using home row
- Type with at least 85% accuracy and 15 WPM

## DIGITAL CITIZENSHIP

*Students will be able to...*

- Understand and practice responsible use of technology, information and resources.

## **VISUAL ART**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

sketch	abstract	realistic	portrait	identity	symmetry	radial balance	texture
value	silhouette	sculpture	cityscape	reflection	collage	environment	proportion

### CREATING

*Students will be able to...*

- Explore a variety of art using 2D and 3D materials
- Create art that is meaningful and relevant to their personal lives
- Brainstorm and plan utilizing a personal sketchbook
- Practice techniques and neat craftsmanship
- Submit work that is complete and on time

### COMMUNICATING

*Students will be able to...*

- Identify and apply vocabulary words
- Analyze, compare, and contrast works of art
- Prepare artwork for exhibition
- Determine different meanings and messages viewed in art
- Contribute to classroom discussions appropriately

### CONNECTING

*Students will be able to...*

- Identify and apply art concepts
- Develop artwork based on our surroundings
- Observe different art across history and culture
- Identify ways art affects society and identity
- Participate in self-reflections and peer critiques

### WORK HABITS

*Students will be able to...*

- Follow art studio expectations respectfully, responsibly, and safely
- Work in both independent and collaborative settings
- Focus and use class time wisely
- Demonstrate proper use of all materials
- Contribute as a positive citizen in the art studio

## **MUSIC**

### KEY VOCABULARY

Students will define and use the following vocabulary...

brass	dynamics	Half note	percussion	scale	symphony	Whole note
chord	eighth note	lyrics	quarter note	solfegeo	treble clef	woodwinds
chorus	folk song	movements	refrain	strings	ukulele	
compose	form	ostinato	round	strum	verse	

### MUSIC THEORY

Students will be able to...

- Identify notes of the treble clef
- Identify rhythms
- Identify the parts of a score

### MUSICAL PRODUCTION AND PERFORMANCE

Students will be able to...

- Sing the musical scale using Do, Re, Mi, etc.
- Demonstrate chords on the ukulele
- Play melodies on the ukulele
- Demonstrate tuning the ukulele using a tuner and an app

### MUSIC APPRECIATION

Students will be able to...

- Identify the characteristics of Classical Music
- Identify the instruments of the Symphony Orchestra

### WORK HABITS

Students will be able to...

- Bring materials to class
- Use instruments appropriately
- Participate in class