

## THIRD GRADE

### Language Arts

#### *Speaking and Listening*

- 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.

#### *Reading*

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Compare and contrast the themes, settings, and plots of stories.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- 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. Recognize and begin to read documents written in cursive in order to read primary and secondary sources (i.e. diary entry).
- 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. Recognize and begin to read documents written in cursive in order to read primary and secondary sources (i.e. science journal entry/notes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

#### *Writing*

- Write opinion pieces on 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.
- 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.

### Math

*Focus on understanding multiplication and division, fractions, area, and two-dimensional shapes.*

- Represent and Understand Multiplication and Division
- Develop Understanding of Fractions
- Solve Problems Involving Measurement
- Mathematical Practices: *Learning, experiencing, and applying skills and attitudes of mathematical content and concepts.*
- Supporting Standards: Number and Operations in Base Ten, Data, Geometry

### Science

*Analyze, use models, investigate, and design solutions about weather, climate patterns, traits of survival, and forces.*

### **Science (continuación)**

- Weather and Climate Patterns
- Effects of Traits on Survival
- Force Affects Motion
- Science and Engineering Practices: *Behaviors that scientists and engineers engage in as they investigate the world and design solutions to problems.*

### **Social Studies**

- Geographic Literacy: Application of spatial understanding and landscape interpretation using globes, maps, and photographs.
- Historical Thinking: Demonstration of historical thinking practices including change and continuity over time, cause and effect relationships, interpretation of primary and secondary sources, and significance of historical events and figures.
- Civic Mindedness: Understanding of civic roles, rights, and responsibilities at various levels: the individual, group, government, and global.
- Economic Understanding: Knowledge of economic concepts and elements of financial literacy.

### **Healthy Lifestyles**

- Practice proper procedures that contribute to overall good health including physical activity, health-enhancing fitness, and nutrition.
- Demonstrate how to cope with emotions and stress.
- Demonstrate an intermediate level of various locomotor skills (difference between running and sprinting, etc.) AND non-locomotor skills (using balance and weight transfers correctly, etc.) AND manipulative skills (dribbling while jogging, throwing at a target, etc.).
- Demonstrate that use of space, pathways, shapes, levels, speed, direction, force are strategies for effective movement in an activity setting.

### **Fine Arts**

- *Music*: Identify and perform simple forms of harmony such as an ostinato, call and response, and 2-part rounds with appropriate head voice.
- *Visual Arts*: Be able to recognize and draw a variety of 2-Dimensional geometric and organic shapes.
- *Dance*: Explore the elements of dance through the study of creative movement using the body/mind, time, space, shape, energy and cultural context.
- *Drama*: Explore of the elements of drama through the study of storytelling, oral presentation, script/story, acting/dramatization, design, and audience.

### **Technology and Computer Science**

- Computing Systems: Understanding the differences between computer hardware, software and their components. Describing and identifying hardware and software problems and how they work together as a system.
- Network and Internet: Understanding the importance of passwords, patterns, security measures and threats. Understanding what a network and the internet are, and how information is transmitted across them.
- Data: Making predictions, supporting claims, and determining outcomes.
- Algorithms: Sequencing step by step instructions, loops, bugs, variables, conditionals, and iteration.
- Impacts of Computing: How computing technologies have changed how people live and ways to improve accessibility and usability of technology for the diverse needs and wants of users.