



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Subject: Grade 3 ELA

Essential Knowledge:

Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- Read grade-appropriate irregularly spelled words.
- Apply common encoding rules: Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). Know when to double the final consonant when adding a suffix.

Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details.

Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.

Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).

Write text in a variety of modes:

- Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.
- Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.
- Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.

Create writing that utilizes:

- Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
- Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.
- Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of new words when a suffix or prefix is added.
- Use resources to determine word meanings.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Irregular and regular nouns and verbs.
- Simple verb tenses.
- Subject-verb agreement.
- Simple and compound sentences.
- Easily confused words (e.g., to, too, two).

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English

Appropriately use and explain the intended purpose in conventions with:

- Titles.
- Quotation marks for speech.
- Possessives.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Use conventional spelling for high frequency words.
- Use conventional spelling for adding suffixes to base words.
- Use learned syllable patterns and reference materials to solve and write unknown words.

Essential Questions:

1. How do sounds and letters create words?
2. When a word does not make sense what do I do?
3. What do good readers do?
4. Why does fluency matter?
5. Do I understand what I read?
6. What makes a story a great story?
7. What is the author's choice?
8. What makes a good conversation?
9. What makes a presentation great?
10. What do good writers do?
11. What does it take for a final product?
12. What do good researchers do?
13. What is the purpose of writing?
14. Why do the rules of language matter?



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Essential Learning

Grade/Course: Grade 3 Math

Essential Knowledge:

Represent and solve problems involving multiplication and division.

- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*

Multiply and divide within 100.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Develop understanding of fractions as numbers.

- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

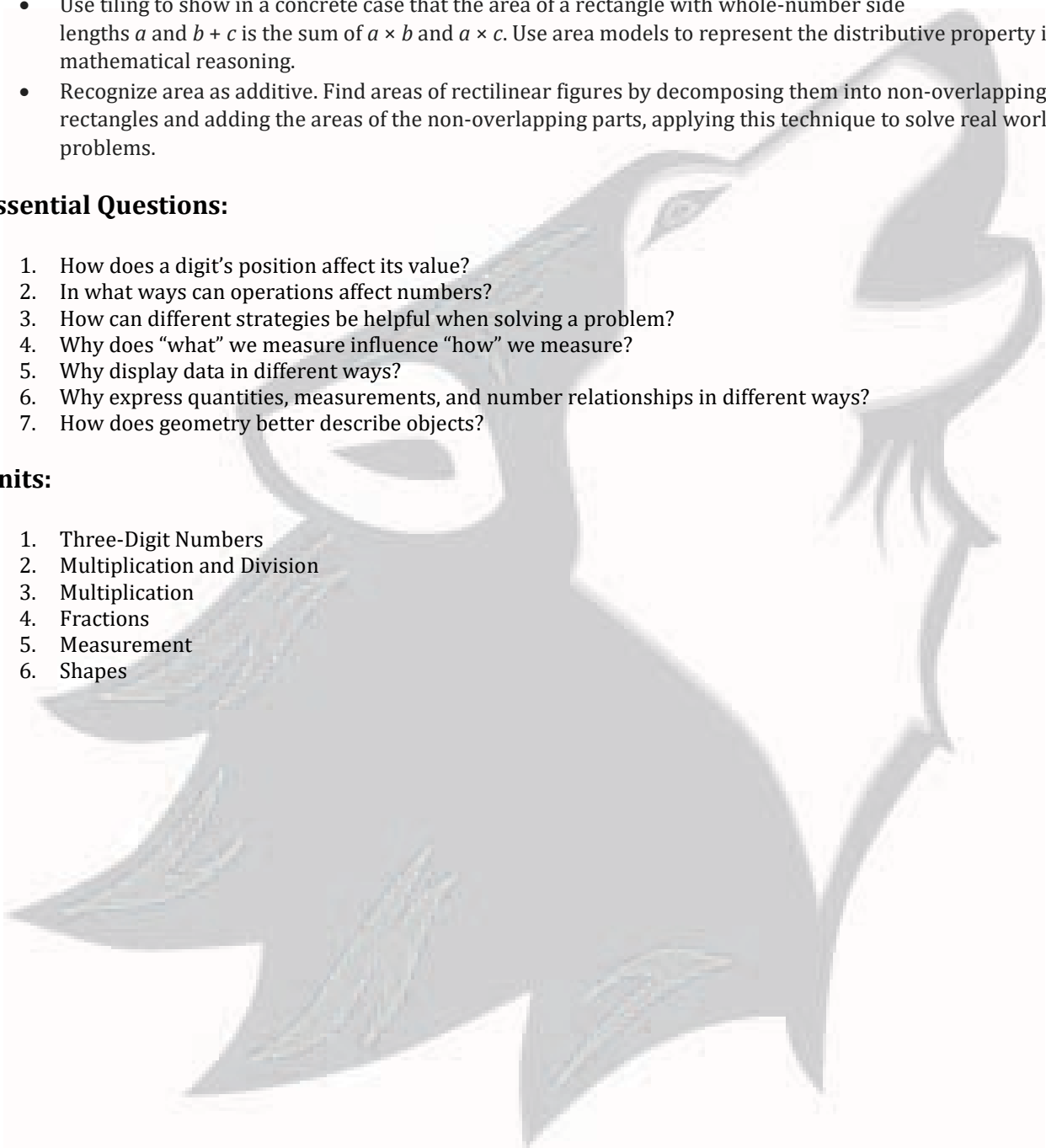
- Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Essential Questions:

1. How does a digit's position affect its value?
2. In what ways can operations affect numbers?
3. How can different strategies be helpful when solving a problem?
4. Why does "what" we measure influence "how" we measure?
5. Why display data in different ways?
6. Why express quantities, measurements, and number relationships in different ways?
7. How does geometry better describe objects?

Units:

1. Three-Digit Numbers
2. Multiplication and Division
3. Multiplication
4. Fractions
5. Measurement
6. Shapes





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Essential Learning

Grade/Course: Grade 3 Science

Essential Knowledge:

Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Define a simple design problem that can be solved by applying scientific ideas about magnets.

Construct an argument that some animals form groups that help members survive.

Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Use evidence to support the explanation that traits can be influenced by the environment.

Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Obtain and combine information to describe climates in different regions of the world.

Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Units:

1. Ways objects can move
2. Forces and Motion
3. Magnets
4. Static Electricity
5. Fossils
6. Extinction
7. Earth's History through rocks, fossils and tree rings
8. Adaptations
9. Dinosaurs
10. Plant Life Cycles
11. Animal Life Cycles
12. Metamorphosis
13. Inherited Traits and Acquired Characteristics
14. Traits and Offspring
15. Using Senses to Survive
16. Adaptations
17. Weather and Climate
18. Hurricanes
19. Landslides





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Grade/Course: Grade 3 Social Studies

Essential Knowledge:

Students will construct meaningful questions that initiate an inquiry. Develop questions based on a topic. Plan an inquiry.

- Develop a list of open- and closed-ended questions on a topic or issue.
- Develop a list of questions that support the research through discussion and investigation to guide inquiry.

Students will gather and evaluate sources. Students will gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry.

- Gather a variety of resources into categories to guide the inquiry.

Students will develop claims using evidence to support reasoning. Develop claims to answer any inquiry questions. Cite evidence from multiple sources to support a claim. Elaborate how evidence supports a claim.

- Create a thesis statement based on evidence found in sources to make a claim.
- Select appropriate evidence from sources to support a claim.
- Assess how evidence supports a claim.

Students will communicate and critique conclusions.

- Communicate conclusions from a variety of teacher-provided presentation options.
- Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.

Students will be civically engaged.

- Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Students will use geographic tools and ways of thinking to analyze the world. Spatial Thinking (map interpretation).

- Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.

Students will identify and analyze democratic principles and ideals.

- Differentiate between majority rule and minority rights (as a function of a democratic republic).
- Hypothesize why laws and constitutions exist.

Students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses (Microeconomics).

- Compare two product markets found in the local community. Differentiate between goods and services.

Students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Describe patterns of continuity over time in the community, state, and the United States.
- Describe patterns of change over time in the community, state, and the United States.
- Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.

Students will examine the progression of specific forms of technology and their influence within various societies:

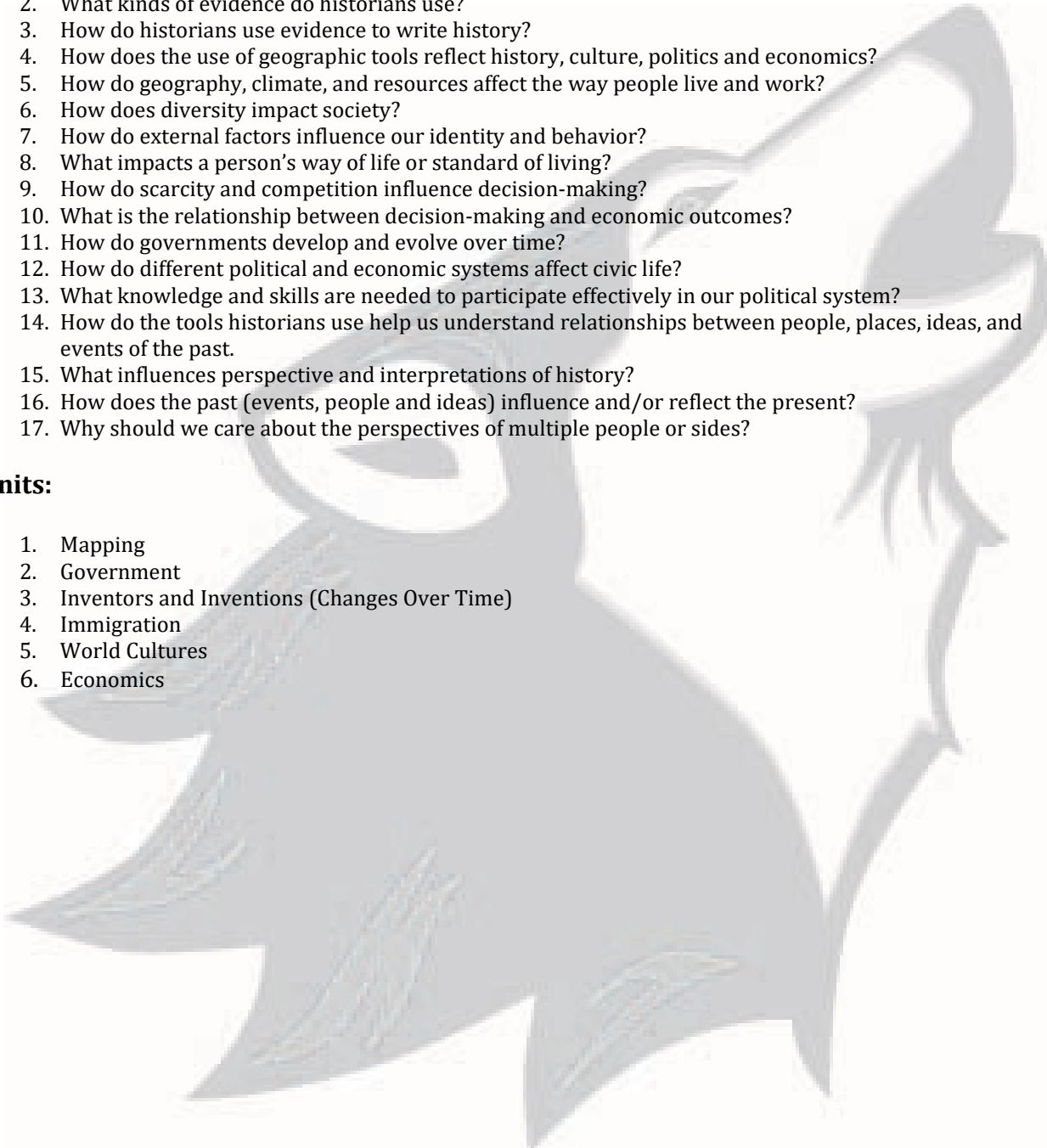
- Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Essential Questions:

1. What does it mean to think like a historian?
2. What kinds of evidence do historians use?
3. How do historians use evidence to write history?
4. How does the use of geographic tools reflect history, culture, politics and economics?
5. How do geography, climate, and resources affect the way people live and work?
6. How does diversity impact society?
7. How do external factors influence our identity and behavior?
8. What impacts a person's way of life or standard of living?
9. How do scarcity and competition influence decision-making?
10. What is the relationship between decision-making and economic outcomes?
11. How do governments develop and evolve over time?
12. How do different political and economic systems affect civic life?
13. What knowledge and skills are needed to participate effectively in our political system?
14. How do the tools historians use help us understand relationships between people, places, ideas, and events of the past.
15. What influences perspective and interpretations of history?
16. How does the past (events, people and ideas) influence and/or reflect the present?
17. Why should we care about the perspectives of multiple people or sides?

Units:

1. Mapping
2. Government
3. Inventors and Inventions (Changes Over Time)
4. Immigration
5. World Cultures
6. Economics





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Essential Learning

Grade/Course: Grade 3 Exercise and Sports Science (ESS)

Essential Knowledge:

Standard 1

- Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.
- Perform intermediate jump rope skills. (e.g., a variety of tricks, running in and out of long ropes) for both long and short ropes.
- Volley an object with and underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner while demonstrating four of the five critical elements of a mature pattern.

Standard 2

- Recognize and create open space in various physical activities.

Standard 3

- Demonstrate warm-up and cool down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity.

Standard 4

- Demonstrate understanding of rules and etiquette in physical activity with peers.
- Recognize how working cooperatively with others improves social outcomes.

Standard 5

- Discuss the challenge that comes from learning a new physical activity.
- Reflect on the reasons for enjoying selected physical activities.

Units:

1. Rock Climbing/Adventure
2. Gymnastics
3. Dance
4. Fitness/Healthy Lifestyle
5. Jump Rope
6. Kicking/Foot Dribbling
7. Hand Dribbling
8. Playground
9. Cooperative/Building a Learning Community
10. Low Organization/Target Games



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Essential Learning

Grade/Course: Grade 3 TECH Class

Essential Knowledge:

Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.

Students are able to transfer knowledge to explore emerging technologies.

Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Students critically curate a variety of digital tools and diverse resources.

Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

Students develop and employ strategies for understating and solving problems.

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Essential Questions:

1. What digital tool should I use to accomplish a learning task?
2. How can I troubleshoot program and/or technology problems? Who can I ask if I need help?
3. In what ways can I transfer my knowledge learned in TECH class into my other classes?
4. How can I transfer my knowledge into other digital programs?
5. What information can I safely share online?
6. What would I do if someone made me feel uncomfortable while online?
7. How can I create a strong and secure password?
8. How can I quickly and efficiently find information on the Internet?
9. What digital resources should I use to plan and manage a digital project?
10. Within a program, how can I use the provided tools to analyze and solve problems?
11. What features and functions can I use within the programs learned in TECH class that will help me communicate my ideas clearly?

Units:

1. Keyboarding
2. Computer Code
3. Word Processing
4. Internet Research
5. State Testing
6. Internet Safety
7. PowerPoint