

## LEARNING IN GRADE 3

### ENGLISH LANGUAGE ARTS

The English Language Arts consist of four important communication processes: reading, writing, speaking, and listening. Below is a list of skills that Third Graders develop throughout the year:

#### READING | Literature

- 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.
- 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.
- 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.
- 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).
- 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).
- 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.

#### READING | Informational Texts

- 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.
- 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 text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- 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).
- 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 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.

#### READING | Foundational Skills

- 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.

## **LANGUAGE | Foundational Skills**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

## **SPEAKING AND LISTENING**

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.

## **MATHEMATICS**

Math consists of five important mathematical themes: Operations & Algebraic Thinking, Number & Operations in Base Ten, Number & Operations with Fractions, Measurement & Data, and Geometry. Below is a list of skills that third graders develop throughout the year:

### **OPERATIONS & ALGEBRAIC THINKING**

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

### **NUMBER & OPERATIONS IN BASE TEN**

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

### **NUMBER & OPERATIONS/FRACTIONS:**

- Develop understanding of fractions as numbers.

### **MEASUREMENT & DATA**

- Solve problems involving measurement and estimation.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter.



## **GEOMETRY**

- Reason with shapes and their attributes

## **UNITS OF INQUIRY**

Units of Inquiry consists of a combination of Science and Social Studies concepts and standards. Third Grade has five units covering the topics listed in this section. Below is a list of essential questions and enduring understandings that third graders develop throughout the year:

### **UNIT 1: CULTURE**

#### **Essential Questions:**

- What is culture?
- Why does culture matter?
- How is it possible to distinguish between two cultures?
- What does it mean to belong?

#### **Enduring Understandings:**

- Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.
- Culture and a belief system (religion) are closely related.
- Culture satisfies basic human needs, such as a sense of belonging.
- Peoples' actions influence their culture; someone's culture influences their actions.

### **UNIT 2: ADAPTATIONS & SURVIVAL**

#### **Essential Questions:**

- How do different cultures affect people differently?
- Why do people from different cultures sometimes seem different?
- How does belief influence action?
- What is the difference between "tolerance" and "acceptance"?
- Where do our perspectives come from?
- How do social, cultural, and national norms influence identity?
- What institutions have the greatest impact on people?
- How are individuals affected by different social systems?
- What affects organisms' survival?
- Why do some animals live in groups?
- How do plant and animal traits affect the survival of organisms?
- How does variation among organisms in a species affect survival and reproduction?
- How does the environment influence traits in populations over multiple generations?
- How do organisms survive in their ecosystem?
- How do organisms interact with their environment?

#### **Enduring Understandings:**

- Every person can be described in terms of different categories such as ethnicity, gender, and class.
- Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions.
- Individuals are socialized according to a society's cultural attitudes, values, beliefs, norms and traditions.
- Some animals form groups that help members survive.
- In a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- The variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Advantageous variations in characteristics among individuals of the same species lead to changes in physical traits of the population over multiple generations.



### **UNIT 3: CLIMATE CHANGE PBL**

#### **Essential Questions:**

- What is conflict?
- Why (and how) do groups of people cooperate?
- Why do groups of people have conflict?
- How does belief influence action?
- Where do our perspectives come from?
- What institutions have the greatest impact on people?
- How do scientists make weather predictions from recorded patterns?
- How does weather differ from climate?
- What goes into a climate description?
- How can weather cause environmental changes?
- How do changes in habitats affect the populations or organisms living in that habitat?

#### **Enduring Understandings:**

- Conflict may occur when people disagree.
- People in communities cooperate (work together) to meet their needs and solve conflicts.
- Conflicts arise over goods, ideas, land, culture, and movement of people.
- Every person can be described in terms of different categories such as ethnicity, gender, and class.
- Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions.
- Individuals are socialized according to a society's cultural attitudes, values, beliefs, norms and traditions.
- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.(secondary)
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

### **UNIT 4: MAGNETIC FORCES**

#### **Essential Questions:**

- How do objects affect the motion of other objects?
- How do we describe motion?
- How do forces cause changes in motion?
- How can we use patterns of motion to solve problems?
- How can we explain and predict interactions between objects and within systems of objects?
- How do magnets and electricity interact?
- How can I use the engineering design process to make a new discovery or solve a problem?
- What are the interactions and variables involved in motion and how can we explore them using the design process?

#### **Enduring Understandings:**

- Electric, and magnetic forces between a pair of objects do not require that the objects be in contact.
- The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.
- The motion of an object is determined by the sum of the forces (pushes and pulls) acting on it.
- All interactions between common objects arise from a few types of forces, primarily gravity and electromagnetism.
- Patterns can be used to make predictions and solve problems
- Matter exists in three states (solid, liquid, and gas), which have observable properties.
- How to use the engineering design process to attempt to solve problems.



## **UNIT 5: HOUSING NEEDS PBL**

### **Essential Questions:**

- How does supply and demand affect the housing market?
- What is conflict?
- Why (and how) do groups of people cooperate?
- Why do groups of people have conflict?
- How does belief influence action?
- What is the difference between “tolerance” and “acceptance”?
- Where do our perspectives come from?
- How do social, cultural, and national norms influence identity?
- What institutions have the greatest impact on people?
- How are individuals affected by different social systems?

### **Enduring Understandings:**

- Wants and needs have implications beyond the self.
- Conflict may occur when people disagree.
- People in communities cooperate (work together) to meet their needs and solve conflicts.
- Conflicts arise over goods, ideas, land, culture, and movement of people.
- Every person can be described in terms of different categories such as ethnicity, gender, and class.
- Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions.
- Individuals are socialized according to a society’s cultural attitudes, values, beliefs, norms and traditions.