



GRADE THREE

ENGLISH LANGUAGE ARTS/READING

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 1.3 A. decode words in text using phonics and structural analysis through
 1. short/long vowels [PS/NS 1.3.3]
 2. r-controlled vowels (e.g., ar, er, ir, or, ur) [PS 1.3.3]
 3. base words [PS/NS 1.3.3]
 4. prefixes [PS/NS 1.3.3]
 5. suffixes [PS/NS 1.3.3]
 6. vowel digraphs (e.g., ea, oo, au/aw, ow/ou, ie/ei) [PS/NS 1.3.3]

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7. diphthongs (e.g., ou/ow, oi/oy, ew) [PS/NS 1.3.3]
 8. compound words [PS/NS 1.3.3]
 9. syllables [PS/NS 1.3.3]
 10. blends [NS 1.3.3]
 11. word families [NS 1.3.3]
 12. spelling patterns [NS 1.3.3]
 13. silent consonants (e.g., gn, kn, wr, dg, gh)
- B. decode multisyllabic words using syllabication rules and patterns
- C. self-correct decoding errors

VOCABULARY DEVELOPMENT

It is expected that students will:

- (3) 1.4
- A. comprehend, build, and extend vocabulary using
 1. homophones (e.g., tail/tale, hair/hare) [PS/NS 1.3.4]
 2. homographs (e.g., bow of a ship, a bow and arrow) [PS/NS 1.3.4]
 3. synonyms [PS/NS 1.3.4]
 4. antonyms [PS/NS 1.3.4]
 5. context clues (e.g., definitions, examples) [PS/NS 1.3.4]
 6. structural analysis (e.g., regular plurals, singular/plural possessives, comparatives/superlatives, contractions) [PS/NS 1.3.4]
 7. syntax [NS 1.3.4]
 8. parts of speech [NS 1.3.4]
 9. content area words
 10. prefixes and suffixes
 - B. apply alphabetic order to locate words using the first and second letter of each word [NS 1.3.4]
 - C. use resources to find and/or confirm meaning of unknown words encountered in text (e.g., glossary, dictionary, thesaurus) [NS 1.3.4]
 - D. identify connotative and denotative meaning in text with assistance [NS 1.3.4]
 - E. build vocabulary using
 1. pictures [NS 1.3.4]
 2. symbols [NS 1.3.4]
 3. classification and categorizing
 - F. develop vocabulary through meaningful experiences (e.g., listen to and discuss selections read aloud, wide reading, discuss word meaning, interactive activities, examples and non-examples)

FLUENCY AND COMPREHENSION

It is expected that students will:

- (3) 1.5
- A. apply knowledge of high frequency words in text to build fluency and comprehension [PS/NS 1.3.5]
 - B. read aloud with a focus on
 1. prosody [PS/NS 1.3.5]
 2. accuracy [PS/NS 1.3.5]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

3. automaticity [PS/NS 1.3.5]
4. reading rate (see fluency chart in Resource Section) [PS/NS 1.3.5]
- C. identify content-specific vocabulary in text with assistance [NS 1.3.5]
- D. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, plays, poetry, biographies, articles, encyclopedia, realistic fiction, electronic resources)
 1. read silently daily
 2. read assigned and self-selected text appropriate to purpose and reading ability
 3. read to locate information and solve problems
- E. listen to, read, and discuss a variety of literary and expository text
- F. participate in differentiated, small-group instruction regularly

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 2.1 A. use before-reading strategies based on text and purpose to
 1. preview text (e.g., author/illustrator, key vocabulary, text features) [PS/NS 2.3.1]
 2. access prior knowledge [PS/NS 2.3.1]
 3. build background knowledge [PS/NS 2.3.1]
 4. choose appropriate graphic organizer
 5. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.3.1]
 6. make predictions [PS/NS 2.3.1]
 7. determine reading rate [PS/NS 2.3.1]
 8. determine text type (e.g., literary, informational, functional) [PS/NS 2.3.1]

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 2.2 A. use during-reading strategies based on text and purpose to
 1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.3.2]
 2. make, confirm, and revise predictions [PS/NS 2.3.2]
 3. understand and use key vocabulary [PS/NS 2.3.2]
 4. identify main idea and supporting details [PS/NS 2.3.2]
 5. make inferences [PS/NS 2.3.2]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

6. know when meaning is lost
7. adjust reading rate [PS/NS 2.3.2]
8. apply knowledge of text type [PS/NS 2.3.2]
9. make connections to personal experiences and knowledge
10. clarify understanding of text (e.g., take notes, generate questions, discuss)
11. visualize/create mental images
12. use appropriate graphic organizer

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (3) 2.3 A. select after-reading strategies based on text and purpose to
1. recall details/facts [PS/NS 2.3.3]
 2. restate main ideas [PS/NS 2.3.3]
 3. organize information (e.g., graphic organizer [PS/NS 2.3.3])
 4. record information [PS/NS 2.3.3]
 5. synthesize text [PS/NS 2.3.3]
 6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.3.3]
 7. evaluate the effectiveness of reading strategies [NS 2.3.3]
 8. connect, compare, and contrast story elements

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

SETTING AND PLOT

It is expected that students will:

- (3) 3.1 A. describe and compare
1. setting [PS/NS 3.3.1]
 2. sequence of events [PS/NS 3.3.1]
 3. conflict [PS/NS 3.3.1]
 4. resolution [PS/NS 3.3.1]
- B. identify how one event may cause another event [PS/NS 3.3.1]
- C. make inferences and draw conclusions about setting and plot based on evidence [PS/NS 3.3.1]
- D. identify, with assistance,
1. climax [NS 3.3.1]
 2. turning point [NS 3.3.1]

CHARACTERIZATION

It is expected that students will:

- (3) 3.2 A. describe physical and personality traits [PS/NS 3.3.2]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

- B. describe the motivation for a character's actions [PS/NS 3.3.2]
- C. make inferences and draw conclusions about a character(s) based on evidence [PS/NS 3.3.2]
- D. identify the protagonist and antagonist with assistance [NS 3.3.2]

THEME

It is expected that students will:

- (3) 3.3 A. explain the main idea supported by evidence [PS/NS 3.3.3]
- B. identify a lesson learned based on events and/or a character's actions [PS/NS 3.3.3]
- C. identify and compare theme with assistance [NS 3.3.3]

POINT OF VIEW

It is expected that students will:

- (3) 3.4 A. identify first-person point of view [NS 3.3.4]
- B. identify third-person limited point of view with assistance [NS 3.3.4]

LANGUAGE

It is expected that students will:

- (3) 3.5 A. identify examples of
 1. imagery [PS/NS 3.3.5]
 2. similes [PS/NS 3.3.5]
 3. personification [PS/NS 3.3.5]
- B. identify the effects of rhythm and rhyme of text [NS 3.3.3]
- C. identify
 1. idioms [NS 3.3.3]
 2. alliteration [NS 3.3.3]
 3. sensory words [NS 3.3.3]
 4. dialect [NS 3.3.3]
 5. slang [NS 3.3.3]
- D. identify, with assistance,
 1. metaphors [NS 3.3.3]
 2. hyperbole [NS 3.3.3]
 3. onomatopoeia
- E. identify the use of formal and informal language with assistance [NS 3.3.3]

TONE, MOOD, AND IRONY

It is expected that students will:

- (3) 3.6 A. identify words and phrases that reveal tone [PS/NS 3.3.6]

CULTURES AND TIME PERIODS

It is expected that students will:

- (3) 3.7 A. compare text from different

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

1. cultures [PS/NS 3.3.7]
 2. time periods [PS/NS 3.3.7]
- B. compare language, oral traditions, and literature that reflect customs and cultures

PREDICTIONS

It is expected that students will:

- (3) 3.8 A. make and revise predictions based on evidence [PS/NS 3.3.8]
- B. confirm/negate predictions

RESPONDING TO TEXT

It is expected that students will:

- (3) 3.9 A. make connections to self, other text, and/or the world [PS/NS 3.3.9]
- B. use information to answer and generate specific questions (e.g., literal and inferential questions) [PS/NS 3.3.9]
- C. summarize information with assistance [NS 3.3.9]
- D. discuss author's purpose and writing style
- E. evaluate text (e.g., draw conclusions and make inferences) [PS/NS 2.3.3]
- F. recall details/facts [PS/NS 2.3.3]
- G. restate main ideas [PS/NS 2.3.3]
- H. organize information (e.g., graphic organizer) [PS/NS 2.3.3]
- I. synthesize text [PS/NS 2.3.3]
- J. connect, compare, and contrast story elements

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

TEXT FEATURES

It is expected that students will:

- (3) 4.1 A. identify the purpose of and gain information from text features
1. glossaries [PS/NS 4.3.1]
 2. titles [PS/NS 4.3.1]
 3. text boxes (e.g., captions, labels) [PS/NS 4.3.1]
 4. illustrations [PS/NS 4.3.1]
 5. diagrams [PS/NS 4.3.1]
 6. graphs [PS/NS 4.3.1]
 7. charts [PS/NS 4.3.1]
 8. maps [PS/NS 4.3.1]
 9. headings [PS/NS 4.3.1]
 10. tables of contents [NS 4.3.1]

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11. indices [NS 4.3.1]
 12. timelines
- B. identify and explain the use of text features
1. bold-faced words [PS/NS 4.3.1]
 2. underlined words [PS/NS 4.3.1]
 3. italicized words [PS/NS 4.3.1]
 4. highlighted words [PS/NS 4.3.1]
 5. abbreviations [NS 4.3.1]
 6. acronyms [NS 4.3.1]
- C. identify the purpose of and gain information from multi-media sources (e.g., text, Internet, video streaming, podcasts)

LANGUAGE

It is expected that students will:

- (3) 4.2
- A. identify
1. idioms [PS/NS 4.3.2]
 2. similes [PS/NS 4.3.2]
 3. personification [PS/NS 4.3.2]
 4. dialect [NS 4.3.2]
 5. slang [NS 4.3.2]
 6. metaphors [NS 4.3.2]
- B. identify, with assistance,
1. alliteration [NS 4.3.2]
 2. informal and formal language [NS 4.3.2]
- C. identify words and phrases that reveal tone [NS 4.3.2]
- D. identify persuasive and propaganda techniques [NS 4.3.2]
- E. identify, with assistance, how language creates
1. persuasion [NS 4.3.2]
 2. propaganda [NS 4.3.2]

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (3) 4.3
- A. identify a main idea based on evidence [PS/NS 4.3.3]
- B. describe sequential and/or chronological order [PS/NS 4.3.3]
- C. identify a cause and its effect on events and/or relationships [PS/NS 4.3.3]
- D. identify a problem and its solution [PS/NS 4.3.3]
- E. identify what the character wants and the solution
- F. explain the topic supported by evidence [NS 4.3.3]
- G. identify theme with assistance [NS 4.3.3]
- H. distinguish theme from topic with assistance [NS 4.3.3]
- I. trace the development of an author's argument, viewpoint, or perspective with assistance [NS 4.3.3]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

CULTURES AND TIMES

It is expected that students will:

- (3) 4.4 A. compare text from different
 - 1. cultures [PS/NS 4.3.4]
 - 2. time periods [PS/NS 4.3.4]
- B. compare language, oral traditions, and literature that reflect customs and cultures

RESPONDING TO TEXT

It is expected that students will:

- (3) 4.5 A. use information to answer and generate specific questions [PS/NS 4.3.5]
- B. make connections to self, other text, and/or the world [PS/NS 4.3.5]
- C. develop hypotheses based on information with assistance [NS 4.3.5]
- D. summarize information with assistance [NS 4.3.5]
- E. recall details/facts [PS/NS 2.3.3]
- F. restate main ideas [PS/NS 2.3.3]
- G. organize information (e.g., graphic organizer) [PS/NS 2.3.3]
- H. record information [PS/NS 2.3.3]
- I. synthesize text [PS/NS 2.3.3]
- J. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.3.3]

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (3) 4.6 A. make and revise predictions based on evidence [PS/NS 4.3.6]
- B. make inferences and draw conclusions based on evidence [PS/NS 4.3.6]
- C. distinguish between fact and opinion [PS/NS 4.3.6]
- D. confirm/negate predictions

DIRECTIONS

It is expected that students will:

- (3) 4.7 A. read and follow directions to complete tasks [PS/NS 4.3.7]

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

PREWRITING

It is expected that students will:

- (3) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizers, brainstorming, discussions) [PS/NS 5.3.1]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

- B. consider audience and purpose
- C. consider format
- D. explore a topic to plan written work [NS 5.3.1]
- E. choose and narrow a topic to organize ideas (e.g., graphic organizers, lists) [PS/NS 5.3.1]
- F. ask questions to expand knowledge

DRAFTING

It is expected that students will:

- (3) 5.2 A. draft paragraphs, both independently and collaboratively with peers, about a single topic that address
 - 1. audience and purpose [PS/NS 5.3.2]
 - 2. supporting details [PS/NS 5.3.2]
- B. draft multiple paragraph papers, both independently and collaboratively with peers, about a single topic that address
 - 1. an introduction [PS/NS 5.3.2]
 - 2. a conclusion [PS/NS 5.3.2]
 - 3. supporting details
 - 4. appropriate transitions
- C. participate in daily writing activities (e.g., journals, learning logs, summaries, lists, computer generated documents)
- D. use pattern and structure rules to correctly spell
 - 1. plurals (e.g., s, es, ies, ves)
 - 2. inflectional suffixes (e.g., ~ed, ~ing, ~er, ~est)
 - 3. adding prefixes and suffixes
 - 4. vowel patterns
 - 5. double consonants
 - 6. variations of common consonant sounds (e.g., /f/= f, ff, ph, gh)
 - 7. silent consonants

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (3) 5.3 A. revise drafts, both independently and collaboratively with peers, for
 - 1. audience and purpose [PS/NS 5.3.3]
 - 2. focused ideas [PS/NS 5.3.3]
 - 3. coherence, unity, consistency, and logical progression of ideas
 - 4. organization [PS/NS 5.3.3]
 - 5. relevant details [PS/NS 5.3.3]
 - 6. voice [PS/NS 5.3.3]
 - 7. word choice (e.g., exact/precise words, vivid words) [PS/NS 5.3.3]
 - 8. sentence fluency [PS/NS 5.3.3]
- B. add, delete, consolidate, clarify, and rearrange text in draft
- C. create and revise drafts using word processing skills

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- D. share writing with others, listen to feedback, and consider making revisions based upon feedback (e.g., peer review, teacher conference)
- E. revise using a writing rubric

EDITING FOR MECHANICS

It is expected that students will:

- (3) 5.4 A. edit punctuation, both independently and collaboratively with peers, for
 1. end punctuation [PS/NS 5.3.4]
 2. commas (e.g., items in a series, cities and states, dates) [PS/NS 5.3.4]
 3. apostrophes (e.g., contractions, singular/plural possessives) [PS/NS 5.3.4]
 4. quotation marks (e.g., dialogue of a speaker) [PS/NS 5.3.4]
- B. edit capitalization, both independently and collaboratively with peers, for
 1. beginnings of sentences [NS 5.3.4]
 2. months [NS 5.3.4]
 3. days of the week [NS 5.3.4]
 4. proper nouns [PS/NS 5.3.4]
 5. initials [PS/NS 5.3.4]
 6. titles (e.g., people, books) [PS/NS 5.3.4]
 7. greetings and closings of friendly and business/professional letters
- C. edit paragraphs, both independently and collaboratively with peers, to ensure correct spelling of
 1. high frequency words [PS/NS 5.3.4]
 2. content words [PS/NS 5.3.4]
 3. patterned words [PS/NS 5.3.4]
 4. common homophones (e.g., bear, bare)
- D. edit abbreviations for capitalization and periods with assistance [NS 5.3.4]

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (3) 5.5 A. edit, both independently and collaboratively with peers, for correct use of
 1. nouns [PS/NS 5.3.5]
 2. pronouns [PS/NS 5.3.5]
 3. verbs [PS/NS 5.3.5]
 4. adjectives (e.g., comparative/superlative) [PS/NS 5.3.5]
 5. adverbs [PS/NS 5.3.5]
 6. verb tenses (e.g., past, present, future) [PS/NS 5.3.5]
 7. subject/verb agreement [PS/NS 5.3.5]
 8. possessives (e.g., singular/plural and proper nouns and pronouns)
 9. conjunctions
 10. prepositions

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (3) 5.6 A. edit sentences, both independently and collaboratively with peers, for

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1. complete sentences (e.g., declarative, interrogative, imperative, exclamatory) [PS/NS 5.3.6]
2. combining sentences [PS/NS 5.3.6]
- B. identify, both independently and collaboratively with peers, correct word order in sentences [PS 5.3.A1]
- C. edit sentences, both independently and collaboratively with peers, for elimination of fragments and run-ons [PS 5.3.A2]
- D. edit, with assistance, sentences for
 1. compound sentences [NS 5.3.6]
 2. complex sentences [NS 5.3.6]

PUBLISHING

It is expected that students will:

- (3) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.3.7]
 1. form cursive letters correctly
 2. adhere to margins and indentations
 3. use basic word processing skills
 - B. select a publishing format appropriate to audience and purpose with assistance

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

EXPOSITORY

It is expected that students will:

- (3) 6.1
- A. write expository paragraphs that include
 1. a topic sentence [PS/NS 6.3.1]
 2. supporting details from a variety of sources [PS/NS 6.3.1]
 3. a concluding statement [PS/NS 6.3.1]
 - B. write multiple-paragraph papers, with assistance, that include
 1. a beginning, a middle, and an end [NS 6.3.1]
 2. a thesis statement [NS 6.3.1]
 - C. write to a given prompt about an event, place, object, or person (e.g., to inform, to explain, to describe)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (3) 6.2
- A. write narrative/descriptive paragraphs about experiences and/or events appropriate to audience and purpose that include
 1. logical sequence [PS/NS 6.3.2]

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2. characters [PS/NS 6.3.2]
 3. setting [PS/NS 6.3.2]
 4. concrete sensory details
- B. write narrative/descriptive paragraphs, with assistance, about experiences and/or events appropriate to audience and purpose that include
1. plot [NS 6.3.2]
 2. dialogue [NS 6.3.2]
- C. write to a given prompt (e.g., to entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (3) 6.3
- A. write poetry (e.g., acrostic, couplet, haiku, cinquain) [NS 6.3.3]
 - B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhyme)
 - C. distinguish between poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (3) 6.4
- A. write responses to literary text [PS/NS 6.3.4]
 - B. summarize information from literary text with assistance [NS 6.3.4]
 - C. write responses to literary text that demonstrate an understanding of setting with assistance [NS 6.3.4]

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (3) 6.5
- A. write responses to expository text [PS/NS 6.3.5]
 - B. write responses that use specific details from expository text with assistance [NS 6.3.5]
 - C. summarize information from expository text with assistance

PERSUASIVE

It is expected that students will:

- (3) 6.6
- A. write an opinion statement [PS/NS 6.3.6]
 - B. write persuasive paragraphs that include supporting evidence with assistance [NS 6.3.6]
 - C. write persuasive essays and compositions that include supporting evidence with assistance [NS 6.3.6]

PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (3) 6.7
- A. write friendly letters following an established format [PS/NS 6.3.7]
 - B. write a variety of communications in appropriate formats (e.g., thank you letters, invitations, reports, emails)

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

DIRECTIONS

It is expected that students will:

- (3) 6.8 A. write directions to complete tasks [NS 6.3.8]

RESEARCH

It is expected that students will:

- (3) 6.9 A. write research papers by
1. formulating and recording questions based on areas of interest [PS/NS 6.3.9]
 2. identifying and collecting information [PS/NS 6.3.9]
 3. recording information from at least three sources (e.g., library resources, media, technology) [PS/NS 6.3.9]
 4. organizing collected information (e.g., graphic organizers, outlines) [NS 6.3.9]
 5. documenting sources [NS 6.3.9]
- B. summarize information with assistance [NS 6.3.9]

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

MESSAGE

It is expected that students will:

- (3) 7.1 A. listen for a variety of purposes including
1. gaining information [PS/NS 7.3.1]
 2. being entertained [PS/NS 7.3.1]
 3. understanding and following multi-step directions [PS/NS 7.3.1]
 4. solving problems
- B. listen for and identify
1. main idea [NS 7.3.1]
 2. purpose [NS 7.3.1]
 3. messages [NS 7.3.1]
 4. mood [NS 7.3.1]
 5. tone [NS 7.3.1]
- C. listen to and retell ideas with supporting details [NS 7.3.1]
- D. listen to and distinguish fact from opinion with assistance [NS 7.3.1]
- E. listen to and summarize ideas and supporting details with assistance [NS 7.3.1]
- F. paraphrase and/or explain what has been said by a speaker

CONTENT AND DELIVERY

It is expected that students will:

- (3) 7.2 A. listen to and respond to oral communication (e.g., informational speeches, poems, personal accounts, readers' theater) [PS/NS 7.3.2]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

- B. listen to and evaluate content of oral communications with assistance [NS 7.3.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (3) 7.3 A. expand vocabulary through listening [NS 7.3.3]

LANGUAGE

It is expected that students will:

- (3) 7.4 A. listen for and identify dialect [NS 7.3.4]
B. listen for and identify the use of formal and informal language [NS 7.3.4]
C. listen for and identify social and academic language [NS 7.3.4]

CONVERSATIONS AND GROUP DISCUSSIONS

It is expected that students will:

- (3) 7.5 A. actively listen to a speaker [NS 7.3.5]
B. listen to and participate in conversations [NS 7.3.5]
C. listen to and evaluate constructive feedback with assistance [NS 7.3.5]
D. provide constructive feedback with assistance [NS 7.3.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

GIVING DIRECTIONS

It is expected that students will:

- (3) 8.1 A. give multi-step directions to complete tasks [NS 8.3.1]
B. ask questions to clarify directions [NS 8.3.1]

LANGUAGE

It is expected that students will:

- (3) 8.2 A. use precise language to describe
1. feelings [PS/NS 8.3.2]
2. experiences [PS/NS 8.3.2]
3. observations [PS/NS 8.3.2]
4. ideas [PS/NS 8.3.2]
B. use specific vocabulary and apply Standard English to communicate ideas [NS 8.3.2]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

PRESENTATIONS

It is expected that students will:

- (3) 8.3
- A. communicate information by
 - 1. maintaining a clear focus [PS/NS 8.3.3]
 - 2. following a logical sequence [PS/NS 8.3.3]
 - B. use public speaking techniques to deliver presentations with appropriate
 - 1. prosody [NS 8.3.3]
 - 2. volume [NS 8.3.3]
 - 3. eye contact [NS 8.3.3]
 - 4. enunciation [NS 8.3.3]
 - 5. posture [NS 8.3.3]
 - 6. expressions [NS 8.3.3]
 - 7. audience [NS 8.3.3]
 - 8. purpose [NS 8.3.3]
 - C. communicate information by illustrating information with media aids with assistance [NS 8.3.3]
 - D. communicate statements that express an opinion [NS 8.3.3]
 - E. defend a position using evidence with assistance [[NS 8.3.3]
 - F. read aloud and/or recite (e.g., literary, expository, and original works)

GROUP DISCUSSIONS

It is expected that students will:

- (3) 8.4
- A. contribute to conversations and discussions about a given topic (e.g., share ideas and opinions) [NS 8.3.4]
 - B. respond to conversations and discussions about a given topic [NS 8.3.4]
 - C. ask relevant questions to clarify information [NS 8.3.4]
 - D. take a leadership role in conversations and discussions with assistance [NS 8.3.4]

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FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

“ESPAÑOL PARA TI” VIDEO/DVD PROGRAM

GRADE THREE

GOALS

The goals of the third grade “Español para ti” Video/DVD program are to enhance students’ cultural knowledge and to continue the development of listening and speaking skills, enabling children to communicate their wants and needs in greater detail. Students will also begin to associate the spoken with the written symbol as they gradually recognize sound/symbol correspondence in Spanish.

The third grade video/DVD program is based on the principles of spiral learning which states that language acquisition takes place over time when there is ample opportunity for review and practice, and that mastery of concepts requires constant repetition. Therefore, the third-grade lessons revisit much of the curriculum taught in the first and second grades and presents new vocabulary, structures, and cultural concepts.

When **listening**, the children will augment basic vocabulary, structures, and expressions essential for everyday communication. When **speaking**, the children will respond to more simple questions, statements and commands using words, phrases, songs, and in some instances, short sentences. For the study of **culture**, students will continue their exploration of Hispanic customs. In **literacy** the Spanish alphabet is taught and students begin to explore sound/symbol correspondence. The FLES Video/DVD Guide provides a complete overview of the third grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every lesson; accompanying reinforcement activities; and music activities. All activities are designed to be interactive and to accommodate various learning styles.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

TARGET VOCABULARY

- 8 positive commands
- 8 parts of the house
- 6 rooms of the house
- 6 furniture items
- 7 home appliances
- 10 sports and activities
- 3 meals of the day
- 8 fruits
- The alphabet in Spanish
- 8 home entertainment items

STRUCTURES

- Answer “¿Qué tiene la casa?” (What does the house have?)
- Answer “¿Cuántos hay?” (How many are there?)

FLES GRADE THREE (continued)

- Answer “¿Qué quieres hacer tú?” (What do you want to do?)
- Answer “¿Qué te gusta?” (What do you like?)
- Answer “¿Qué letra es?” (What letter is it?)
- Express “Escucho la música.” (I listen to the music.)

LITERACY

- Identify and write letters of the alphabet
- Read familiar words

HEALTH

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH

It is expected that students will:

- (3) 1.1 describe characteristics of mental, emotional, social, and physical health during childhood
- (3) 1.2 demonstrate and model effective verbal and non-verbal communication skills
- (3) 1.3 discuss and identify healthy ways of expressing emotions
 - play a sport
 - write in a journal
 - watch a funny movie
 - talk to a friend or relative
- (3) 1.4 demonstrate decision-making processes to resolve identified health issues and problems
- (3) 1.5 set an individual health goal and record progress

GROWTH AND DEVELOPMENT

It is expected that students will:

- (3) 2.1 identify major organs and categorize them by body systems
 - stomach - digestive system
 - heart - circulatory system

HEALTH GRADE THREE (continued)

NUTRITION AND PHYSICAL ACTIVITY

It is expected that students will:

- (3) 3.1 describe a balanced diet and how it relates to good health
- (3) 3.2 plan a healthy meal using the food pyramid
- (3) 3.3 discuss nutrition practices in various cultures around the world
 - types of foods eaten
 - eating practices
 - amount of food consumed
- (3) 3.4 identify and demonstrate healthy components of an active lifestyle
 - getting at least 30 minutes a day of physical activity
 - staying flexible
 - staying hydrated
 - having fun
 - getting enough sleep

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

- (3) 4.1 identify how tobacco and alcohol affects the body
 - tobacco
 - increases heart rate
 - causes breathing problems
 - causes heart disease
 - increases wrinkles
 - alcohol
 - decreases heart rate
 - slurs speech
 - slows reflexes
- (3) 4.2 explain how common medications can affect the way a person makes decisions or performs tasks
 - depressants slow down functions of the body systems
 - stimulants increase functions of the body systems
 - may impair judgement
- (3) 4.3 identify persuasive techniques used in advertising and discuss the impact on the consumer
 - repetition – idea is repeated over and over
 - testimonial – using words of an expert
 - card stacking - telling one side of the story
- (3) 4.4 identify and demonstrate refusal skills when confronted by various sources with unhealthy situations including alcohol, tobacco, unknown substances, prescriptions, and over the counter medications
 - say, “no thanks.”
 - be a broken record
 - give a reason
 - walk away/ignore

HEALTH GRADE THREE (continued)

- change the subject or suggest doing something else
- assert yourself

SAFETY

It is expected that students will:

- (3) 5.1 recite name, address, and phone number, and understand when and why to call 9-1-1
- (3) 5.2 model safety measures to practice at home, school, and in the neighborhood, when riding on or in a vehicle
 - obey traffic signals
 - wear safety equipment
 - wear seat belt
 - look both ways before crossing the street
 - use cross walks
 - wear bicycle helmet
 - obey traffic rules
 - use bicycle safety measures
- (3) 5.3 identify first aid procedures for common emergencies
- (3) 5.4 identify first aid procedures for common emergencies

DISEASE PREVENTION

It is expected that students will:

- (3) 6.1 discuss how contagious and non-contagious diseases are transmitted and prevented (reference NRS 389.065)
 - colds
 - asthma
 - chicken pox
 - ring worm
 - lice
 - HIV/AIDS
- (3) 6.2 understand the consequences of positive and negative personal health behaviors in preventing illness and disease
 - exercise
 - nutrition
 - relaxation
 - sleep
 - hand washing
 - using sun block
 - excessive time spent on television, video games, or computer
- (3) 6.3 identify basic skills for managing illness and stress
 - exercise
 - music
 - doctor and dentist visit

HEALTH GRADE THREE (continued)

- (3) 6.4 identify health care workers in your community and determine when to ask them for assistance in making health related decisions and in setting health goals
- dentist
 - pediatrician
 - ophthalmologist/optometrist
 - dietician

ENVIRONMENTAL/CONSUMER HEALTH

It is expected that students will:

- (3) 7.1 identify behaviors which may affect the environment
- littering
 - smoking
 - not recycling
 - driving automobiles
 - pollution
- (3) 7.2 encourage others to make healthy environmental choices
- (3) 7.3 explain how the media influences decisions on health products and services
- persuasive advertising
 - using actors/actresses and athletes as product sponsors
- (3) 7.4 describe the importance of protecting oneself against environmental elements
- apply sunscreen
 - consume water

LIBRARY

GRADE THREE

STATE OF NEVADA INFORMATION LITERACY STANDARDS _____

- 1.0 The student who is information literate accesses information efficiently and effectively.
- 2.0 The student who is information literate evaluates information critically and competently.
- 3.0 The student who is information literate uses information accurately and creatively.
- 4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
- 5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- 6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- 7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- 8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- 9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES _____

INFORMATION ACCESS

It is expected that students will:

- (3)1.1 when faced with an information problem or question, determine whether additional information (beyond one's own knowledge) is needed to resolve it [NS 1.A.2]; [ELA/PS 4.3.5, 6.3.9]
- (3)1.2 explain the differences between accurate and inaccurate information and of complete and incomplete information for decision-making [NS 1.B.2]; [ELA/PS 2.3.3, 4.3.6, 8.3.2]
- (3)1.3 state both broad and specific questions that will help in locating needed information [NS 1.C.2]; [ELA/PS 4.3.5, 6.3.9, 8.3.3]
- (3)1.4 brainstorm sources of information that will meet an information need [NS1.D.2]; [ELA/PS 4.3.1, 4.3.3, 6.3.9]
 - a. identify and locate library materials using the library catalog and the library classification system
 - b. locate library materials by searching by author, title, subject, and keyword on the library catalog

LIBRARY GRADE THREE (continued)

- (3)1.5 explain and apply, with teacher’s assistance, a plan to access needed information. [NS 1.E.2]; [ELA/PS 8.3.2]

INFORMATION EVALUATION

It is expected that students will:

- (3)2.1 define and give examples of the terms “accuracy,” “relevance,” and “comprehensiveness” [NS 2.A.1]; [ELA/PS 2.3.3]
- (3)2.2 distinguish among fact, point of view, and opinion [NS 2.B.2]; [ELA/PS 2.3.3, 4.3.6]
- (3)2.3 explain why inaccurate, biased and misleading information can lead to faulty conclusions [NS 2.C.2]; [ELA/PS 4.3.3, 4.3.6, 8.3.2]
- (3)2.4 analyze information to determine its applicability to a specific information problem or question [NS 2.D.2]; [ELA/PS 2.3.3]
- identify, interpret and analyze the qualities of well-written fiction
 - identify, interpret and analyze the qualities of well-written non-fiction

INFORMATION USE

It is expected that students will:

- (3)3.1 organize information in different ways according to the information problem or question at hand [NS 3.A.2]; [ELA/PS 5.3.1, 6.3.9]
- (3)3.2 draw conclusions by combining what is already known about a topic with new information [NS 3.B.2]; [ELA/PS 2.3.1, 4.3.6]
- (3)3.3 use information from a variety of sources to resolve an information problem or question [NS 3.C.2]; [ELA/PS 3.3.9, 4.3.5]
- (3)3.4 choose an appropriate format for presenting information based on the information itself, the audience, and the nature of the information problem or question [NS 3.D.1]; [ELA/PS 3.3.1, 6.3.4, 6.3.5, 8.3.3]
- retell stories with supporting details in sequential order
 - give a personal reaction to a story in oral, written, or multi-media format

INFORMATION PURSUIT

It is expected that students will:

- (3)4.1 generally go beyond one’s own knowledge to seek information on aspects of personal interest or well-being [NS 4.A.2]; [ELA/PS 3.3.9, 4.3.5]
- (3)4.2 create information products and solutions rELA/PSting to topics of personal interest [NS 4.B.2]; [ELA/PS 3.3.9, 4.3.5, 6.3.4, 6.3.5, 6.3.9]

LIBRARY GRADE THREE (continued)

LITERATURE APPRECIATION

It is expected that students will:

- (3)5.1 choose fiction and other kinds of literature to read, discuss and analyze [NS 5.A.2]; [ELA/PS 3.3.7, 4.3.4, 7.3.2]
 - a. compare and contrast different genres of literature including folktales, poetry, fiction and non-fiction
 - b. compare the works of several award-winning authors and illustrators including Caldecott, Newbery, NYRA, and other award-winning books
- (3)5.2 discuss and explain information presented creatively in various formats [NS 5.B.1]; [ELA/PS 3.3.7, 4.3.1, 4.3.4, 7.3.2, 8.3.3]
 - a. retell folktales from many cultures
 - b. locate, gather, and use information from a variety of sources, including print, non-print, and computer based sources
- (3)5.3 express information and ideas creatively in information products that combine several formats [NS 5.C.2]; [ELA/PS 6.3.4, 6.3.5, 8.3.2]

INFORMATION SEEKING

It is expected that students will:

- (3)6.1 assess each step of the information-seeking process related to a specific information problem and assess the result [NS 6.A.2]; [ELA/PS 4.3.5, 4.3.6, 6.3.9]
- (3)6.2 with teacher's assistance, apply a variety of strategies for revising, improving, and updating work [NS 6.B.1]; [ELA/PS 6.3.9]

INFORMATION LITERACY

It is expected that students will:

- (3)7.1 explain importance and relevance of information obtained from diverse sources, contexts, disciplines, and cultures [NS 7.A.0]; [ELA/PS 3.3.7, 4.3.4]
- (3)7.2 use information, information sources, and information technology efficiently so that they are available for others to use [NS 7.B.2]; [ELA/PS 4.3.5]

ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

It is expected that students will:

- (3)8.1 analyze a situation (e.g., personal opinion of a book or video in the library media center) in terms of its relationship to intellectual freedom [NS 8.A.1]; [ELA/PS 6.3.6, 8.3.2]
- (3)8.2 analyze situations (e.g., the creation of a term paper or the development of a multi-media product) to determine the steps necessary to respect intellectual property rights [NS 8.A.2a]; [ELA/PS 6.3.9]

LIBRARY GRADE THREE (continued)

- (3)8.3 use the school's computing and communications hardware, software, and networks properly when seeking information, and state the main points of the school policy for using computing and communications hardware, as well as software and networks [NS 8.C.1]; [ELA/PS 8.3.3]

GROUP PARTICIPATION

It is expected that students will:

- (3)9.1 use information sources to select information and ideas that will contribute directly to the success of group projects [NS 9.A.2]; [ELA/PS 4.3.5, 7.3.2]
- (3)9.2 encourage consideration of ideas and information from all group members [NS 9.B.2]; [ELA/PS 7.3.2]
- (3)9.3 analyze information problems and suggest solutions while participating actively in discussions with others, in person and remotely through technologies with teacher's assistance [NS 9.C.2]; [ELA/PS 4.3.3, 7.3.2]
- (3)9.4 create and evaluate products that communicate complex information and ideas, with teacher's assistance, while working with others, in person and remotely through technologies [NS 9.C.3]; [ELA/PS 2.3.3, 6.3.4, 6.3.5, 6.3.9, 7.3.2, 8.3.2, 8.3.3]

MATHEMATICS

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
- 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Nevada Grades K-12 Process Standards

- A Students will develop their ability to **solve problems** by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
- B Students will develop their ability to **communicate mathematically** by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C Students will develop their ability to **reason mathematically** by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D Students will develop the ability to make **mathematical connections** by solving problems where there is a need to view mathematics as an integrated whole.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- (3)1.1 identify, use, and model place value positions of 1's, 10's, 100's, 1,000's, and 10,000's [NS/PS 1.3.1]
- (3)1.2 identify the value of a given digit in the 1's, 10's, 100's, and 1,000's place [NS 1.3.1]
- (3)1.3 read and write decimals (tenths and hundredths place)
- (3)1.4 model, sketch, label, and compare fractions with denominators to 10
- (3)1.5 identify and model the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and $\frac{1}{8}$ as equal part of a whole or sets of objects [NS 1.3.2]
- (3)1.6 read and write unit fractions with numbers and words [NS/PS 1.3.2]
- (3)1.7 read, write, compare, and order numbers from 0 - 9,999 [NS 1.3.3]
- (3)1.8 read and write number words to 100 [NS 1.3.3]
- (3)1.9 use ordinal positions first through hundredth
- (3)1.10 identify odd and even numbers
- (3)1.11 model and explain multiplication and division as skip counting patterns [NS 1.3.4]
- (3)1.12 model and explain multiplication and division as repeated addition or subtraction [NS/PS 1.3.4]
- (3)1.13 immediately recall and use addition and subtraction facts [NS/PS 1.3.5]
- (3)1.14 immediately recall multiplication facts, products to 81 [NS/PS 1.3.5]
- (3)1.15 recall division facts through the 10's
- (3)1.16 round numbers to nearest tens and hundreds to determine reasonableness of answers
- (3)1.17 use a variety of appropriate strategies, including mental computation, to estimate, compute, and solve mathematical and practical problems.
- (3)1.18 estimate the number of objects in a set using various techniques [NS 1.3.6]
- (3)1.19 add and subtract multi-digit numbers, with and without regrouping [NS/PS 1.3.7]
- (3)1.20 multiply a two-or three-digit number by a multiple of ten
- (3)1.21 divide a two-digit number by a one-digit number, without a remainder
- (3)1.22 add and subtract decimals using money as a model [NS/PS 1.3.7]
- (3)1.23 add and subtract decimals, tenths and hundredths
- (3)1.24 model addition, subtraction, multiplication, and division in a variety of ways [NS/PS 1.3.8]
- (3)1.25 generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations [NS/PS 1.3.8]
- (3)1.26 use mathematical vocabulary and symbols to describe multiplication and division [NS 1.3.8]

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- (3)2.1 recognize, describe, and create repeating and increasing patterns using numbers

MATHEMATICS GRADE THREE (continued)

- (3)2.2 recognize, describe, and create patterns using objects and numbers found in tables, number charts, and charts [NS 2.3.1]
- (3)2.3 record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended [NS 2.3.1]
- (3)2.4 describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns
- (3)2.5 model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts [NS 2.3.2]
- (3)2.6 use variables and open sentences to express relationships [NS 2.3.2]
- (3)2.7 complete number sentences with the appropriate words and symbols (+, −, <, >, =) [NS/PS 2.3.3]

MEASUREMENT

It is expected that students will:

- (3)3.1 estimate and use measuring devices with standard (customary and metric) and non-standard units to measure area, volume/capacity, and weight
- (3)3.2 read thermometers and compare results
- (3)3.3 compare, order, and describe objects by various measurable attributes for area and volume/capacity [NS 3.3.1]
- (3)3.4 communicate the relationships of more, less, and equivalent when solving measurement problems
- (3)3.5 measure and record to a required degree of accuracy to the nearest $\frac{1}{2}$ unit. [NS 3.3.2]
- (3)3.6 select and use appropriate units of measure [NS 3.3.2]
- (3)3.7 identify perimeter and area of regular and irregular figures by counting units
- (3)3.8 identify dimensions and volume of rectangular prisms by counting cubes
- (3)3.9 determine possible combinations of coins and bills to equal given monetary amounts [NS/PS 3.3.4]
- (3)3.10 read, write, and use money notation [NS/PS 3.3.4]
- (3)3.11 recognize equivalent relationships between and among bills and coins [NS/PS 3.3.4]
- (3)3.12 tell time to the nearest minute, using analog and digital clocks [NS/PS 3.3.6]
- (3)3.13 use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time [NS/PS 3.3.6]
- (3)3.14 recognize that there are 60 minutes in 1 hour [NS/PS 3.3.6]

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected that students will:

- (3)4.1 describe, sketch, compare, and contrast plane geometric figures [NS/PS 4.3.1]
- (3)4.2 demonstrate and describe the transformational motion of geometric figures (translation/slide, reflection/flip, and rotation/turn) [NS/PS 4.3.2]
- (3)4.3 identify a figure after transformation (flips, turns, slides)
- (3)4.4 identify lines of symmetry
- (3)4.5 create two-dimensional designs that contain a line of symmetry [NS 4.3.3.]

MATHEMATICS GRADE THREE (continued)

- (3)4.6 compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects [NS/PS 4.3.4]
- (3)4.7 identify, draw, and describe horizontal, vertical and oblique lines [NS 4.3.6]
- (3)4.8 use quantifiers all, some, and none to describe characteristics of a set [NS 4.3.9]

DATA ANALYSIS

It is expected that students will:

- (3)5.1 pose questions that can be used to guide data collection, organization, and representation [NS 5.3.1]
- (3)5.2 use graphical representations, including number lines, frequency tables, and pictographs to represent data [NS 5.3.1]
- (3)5.3 draw conclusions from charts, tables, and graphs to solve problems
- (3)5.4 use informal concepts of probability such as impossible, unlikely, likely, and certain to make predictions about future events [NS/PS 5.3.5]
- (3)5.5 conduct simple probability experiments using spinners, number cubes, and random drawings

PROBLEM SOLVING

It is expected that students will:

- (3)A.1 select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS A.3-5]
- (3)A.2 apply previous experience and knowledge to new problem solving situations [NS/PS A.3-5]
- (3)A.3 determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem [NS/PS A.3-5]
- (3)A.4 try more than one strategy when the first strategy proves to be unproductive [NS A.3-5]
- (3)A.5 apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [NS/PS A.3-5]
- (3)A.6 generalize solutions and strategies to new problem situations [A.3-5]
- (3)A.7 interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [NS/PS A.3-5]
- (3)A.8 use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems [NS A.3-5]

MATHEMATICAL COMMUNICATION

It is expected that students will:

- (3)B.1 discuss and exchange ideas about mathematics as a part of learning [NS B.3-5]
- (3)B.2 use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems [NS B.3-5]

MATHEMATICS GRADE THREE (continued)

- (3)B.3 identify and translate key words and phrases that imply mathematical operations [NS/PS B.3-5]
- (3)B.4 use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats [NS/PS B.3-5]
- (3)B.5 use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems [NS B.3-5]
- (3)B.6 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS B.3-5]
- (3)B.7 use mathematical words, phrases, and symbols to communicate and explain mathematical situations [NS B.3-5]
- (3)B.8 read a variety of fiction and nonfiction texts to learn about mathematics [NS B.3-5]

MATHEMATICAL REASONING

It is expected that students will:

- (3)C.1 justify and explain the solutions to problems using manipulatives and physical models [NS C.3-5]
- (3)C.2 use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems [NS/PS C.3-5]
- (3)C.3 follow a logical argument and judge its validity [NS C.3-5]
- (3)C.4 ask questions to reflect on, clarify, and extend thinking [NS C.3-5]
- (3)C.5 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS C.3-5]
- (3)C.6 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS/PS C.3-5]

MATHEMATICAL CONNECTIONS

It is expected that students will:

- (3)D.1 link new concepts to prior knowledge [NS D.3-5]
- (3)D.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS D.3-5]
- (3)D.3 use physical models to explain the relationship of concepts to procedures [NS/PS D.3-5]
- (3)D.4 apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science [NS D.3 5]
- (3)D.5 approach problems with flexibility in a variety of ways within and beyond the field of mathematics [NS D.3-5]
- (3)D.6 identify, explain, and use mathematics in everyday life [NS D.3-5]

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MUSIC

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students sing alone and with others a varied repertoire of music.
- 2.0 Students perform alone and with others a varied repertoire of music on instruments.
- 3.0 Students improvise melodies, variations, and accompaniments.
- 4.0 Students compose and arrange music within specified guidelines.
- 5.0 Students read and notate music.
- 6.0 Students listen to, analyze, and describe music.
- 7.0 Students evaluate music and music performances.
- 8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
- 9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
- 10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

RHYTHM

It is expected that students will:

- (3)1.1 demonstrate the pulse/beat of duple (2/4, 4/4, 6/8) and triple meter (3/4) [NS 6.3.1, NS 10.3.1]
- (3)1.2 demonstrate patterns using rhythmic values (q, Q, qr, h, H, h.) [NS 3.3.1, NS 4.3.2, NS 5.3.1, NS 5.3.5, NS 6.3.1, NS 7.3.1]
- (3)1.3 demonstrate organized dance vocabulary and simple organized dances [NS 10.3.1]

MELODY

It is expected that students will:

- (3)2.1 sing a simple melody with accurate pitch and good vocal tone production [NS 1.3.1, NS 7.3.2]
- (3)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re-Do') [NS 1.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 5.3.5, NS 6.3.1, NS 7.3.1]

MUSIC GRADE THREE (continued)

- (3)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.3.4]
- (3)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
- (3)2.7 demonstrate melodic contour [NS 6.3.1]
- (3)2.8 demonstrate skips/steps/repeats [NS 5.3.2, NS 5.3.5]
- (3)2.9 demonstrate scale patterns
- (3)2.10 identify the musical alphabet and its placement on the treble clef [NS 5.3.2]
- (3)2.11 demonstrate correct fingering and proper tone production of B-A-G on the soprano recorder including using the hand staff and treble clef notation [NS 2.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 7.3.1]

HARMONY

It is expected that students will:

- (3)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.3.1]
- (3)3.2 demonstrate ostinati patterns [NS 1.3.3, NS 5.3.5, NS 6.3.1]
- (3)3.3 demonstrate two- and three-part rounds [NS 1.3.3, NS 5.3.5]
- (3)3.4 demonstrate a two-part rhythmic score [NS 5.3.1]
- (3)3.5 demonstrate correct mallet technique [NS 2.3.1]
- (3)3.6 demonstrate the simple chord bordun [NS 2.3.4]
- (3)3.7 demonstrate the broken bordun [NS 2.3.4]
- (3)3.8 demonstrate the crossover bordun [NS 2.3.4]

FORM

It is expected that students will:

- (3)4.2 demonstrate AB and ABA form [NS 6.3.1, NS 10.3.1]
- (3)4.3 demonstrate introduction and coda [NS 6.3.1]
- (3)4.4 demonstrate rondo form [NS 6.3.1]
- (3)4.5 demonstrate the interlude [NS 6.3.1]

EXPRESSIVE QUALITIES

It is expected that students will:

- (3)5.1 explore the space through creative movement [NS 7.3.2, NS 10.3.1]
- (3)5.2 demonstrate contrasts in tempo [NS 6.3.1, NS 10.3.1]
- (3)5.3 demonstrate contrasts in dynamics [NS 6.3.1, NS 7.3.2]
- (3)5.4 demonstrate contrasts in timbre [NS 4.3.3, NS 6.3.1]
- (3)5.5 explore the music of many cultures including style, instruments, and traditions [NS 1.3.4, NS 2.3.4, NS 6.3.1, NS 7.3.2, NS 9.3.1, NS 10.3.5]
- (3)5.6 demonstrate unpitched percussion technique [NS 2.3.1]

MUSIC GRADE THREE (continued)

- (3)5.7 demonstrate the following symbols: piano (**p**), forte (**f**), fermata (**U**), accent (**R**), and D.C. al Fine [NS 5.3.3]
- (3)5.8 identify the orchestral percussion and recorder families [NS 6.3.1, NS 7.3.2]
- (3)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.3.1, NS 7.3.2, NS 10.3.1]
- (3)5.10 describe uses of music and dance in daily life [NS 9.3.2, NS 10.3.1]

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PHYSICAL EDUCATION

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
- 2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
- 3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
- 4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
- 5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

It is expected that students will:

- (3)1.1 apply the basic concepts/elements of manipulative skills to improve personal performance in a dynamic environment [NS 1.3.2 A B]
- (3)1.2 perform various manipulative skills in a changing environment (e.g. while moving through space) [NS 2.3.2 B]
 - a. throw a ball with two hands simultaneously using weight transfer (e.g., soccer throw-in, bounce pass)
 - b. throw an object with one hand, underhand, while stepping with the opposite foot
 - c. throw an object with one hand, overhand, with opposition and force
 - d. catch various objects above and below the waist using proper techniques
 - e. dribble a ball with the dominant and non-dominant hand
 - f. roll a ball with one hand with appropriate force and accuracy
 - g. strike a moving ball underhand and overhand
 - h. strike a stationary or moving object with an implement (e.g., paddle, racquet, bat)
 - i. develop foot-eye coordination by moving feet in various complex patterns: pathways, around obstacles, hopscotch
 - j. kick, pass, and trap a ball with the dominant and non-dominant foot
 - k. dribble a ball with the feet around various obstacles
 - l. continuously jump a rope turned by others
 - m. continuously jump and turn an individual rope

PHYSICAL EDUCATION GRADE THREE (continued)

- (3)1.3 create simple games using various object movement combinations (e.g. dribble and pass, catch and throw) [NS 2.3.2 A]
- (3)1.4 participate in activities from diverse cultural and ethnic origins and understand the connection between the culture and the activity [NS 5.3.4]
- (3)1.5 utilize a language vocabulary for object movement activities [NS 1.3.1]

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

- (3)2.1 apply the basic concepts/elements of locomotor and nonlocomotor skills [NS 1.3.2 A]
- (3)2.2 perform mature locomotor movements [NS 2.3.1]
- (3)2.3 perform mature nonlocomotor movements [NS 2.3.1]
- (3)2.4 move safely and with control through the general space (e.g. dodge, chase/flee)
- (3)2.5 identify and use body parts in relation to movement
- (3)2.6 demonstrate an understanding of directions through movement: right, left, clockwise, counterclockwise [NS 3.3.1B]
- (3)2.7 demonstrate partial support balances with a partner
- (3)2.8 demonstrate transfer of weight movements
- (3)2.9 combine and sequence weight transfer movements and balances [NS 2.3.3]
- (3)2.10 utilize a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.3.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

- (3)3.1 identify the basic concepts/elements of simple expressive movements [NS 1.3.2 A]
- (3)3.2 explore space as an element of movement: place, focus, pathway [NS 3.3.1 A]
- (3)3.3 explore force as an element of movement: percussive/sustained (sharp/smooth), bound/free (tight/loose) [NS 3.3.1 C]
- (3)3.4 explore time as an element of movement: speed, duration
- (3)3.5 communicate relationships/emotions/themes through movement as a performer; identify and discuss relationships/emotions/themes as an observer [NS 3.3.3 AB]
- (3)3.6 create and perform, with a partner, a movement sequence with a beginning, middle, and end [NS 3.3.2 A]
- (3)3.7 perform various movement patterns to a steady beat at various tempos: individually, with a partner, as part of a group [NS 3.3.4 B]
- (3)3.8 use a prop to a steady beat in a stationary position: individually, with a partner, as part of a group [NS 3.3.4 A]
- (3)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins [NS 3.3.5]
- (3)3.11 utilize a language vocabulary for expressive movement

PHYSICAL EDUCATION GRADE THREE (continued)

PHYSICAL FITNESS

It is expected that students will:

- (3)4.1 demonstrate knowledge of proper warm-up, conditioning, and cool-down techniques [NS 4.3.4]
- (3)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance, muscular strength [NS 4.3.2, NS 4.3.3]
- (3)4.3 discuss the components of physical fitness
- (3)4.4 monitor physiological changes during moderate physical activity [NS 1.3.4]
- (3)4.5 identify the health-related implications of each physical fitness component [NS 4.3.1]
- (3)4.6 demonstrate techniques for personal fitness assessment (e.g., sit-ups, sit and reach test) and use technology and/or appropriate tools to record fitness data [NS 4.3.1]
- (3)4.7 utilize a language vocabulary for physical fitness

RESPONSIBILITY AND COOPERATION

It is expected that students will:

- (3)5.1 apply classroom rules, procedures, and safe practices with limited teacher reinforcement [NS 5.3.1]
- (3)5.3 demonstrate respect, teamwork, and sportsmanship, regardless of differences [NS 5.3.3]
- (3)5.4 work independently and on task for short periods of time
- (3)5.5 work cooperatively with a partner to complete an assigned task, identifying positive responses to challenges, successes, and failures [NS 5.3.2]
- (3)5.6 identify and communicate appropriate cue responses/elements in performance (e.g., self or peer evaluation) [NS 1.3.3]

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SCIENCE

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

NATURE OF SCIENCE

Scientific Inquiry

- N2A Students understand that science is an active process of systematically examining the natural world.
- N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
- N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.
- N12A Students understand that a variety of communication methods can be used to share scientific information.

Science, Technology, and Society

- N2B Students understand that many people contribute to the field of science.
- N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.
- N8B Students understand the interactions of science and society in an ever-changing world.
- N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

PHYSICAL SCIENCE

Matter

- P2A Students understand that matter has observable properties.
- P5A Students understand properties of objects and materials.
- P8A Students understand the properties and changes of properties in matter.
- P12A Students understand that atomic structure explains the properties and behavior of matter.

Forces and Motion

- P2B Students understand that position and motion of objects can be described.
- P5A Students understand that forces can change the position and motion of an object.
- P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
- P12A Students understand the interactions between force and motion.

Energy

- P2C Students know heat, light, and sound can be produced.

SCIENCE GRADE THREE (continued)

- P5C Students understand that energy exists in different forms.
- P8C Students understand transfer of energy.
- P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE

Atmospheric Processes and the Water Cycle

- E2A Students understand that changes in weather often involve water changing from one state to another.
- E5A Students understand the water cycle's relationship to weather.
- E8A Students understand the relationship between the Earth's atmosphere, topography, weather, and climate.
- E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

Solar System and Universe

- E2B Students understand there are objects in the sky which display patterns.
- E5B Students understand that there are many components in the Solar System including Earth.
- E8B Students understand characteristics of our Solar System that is part of the Milky Way galaxy.
- E12B Students know scientific theories of origins and evolution of the universe.

Earth's Composition and Structure

- E2C Students understand that Earth materials include rocks, soils, and water.
- E5C Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
- E8C Students understand that landforms result from a combination of constructive and destructive processes.
- E12C Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE

Heredity

- L2A Students understand that offspring resemble their parents.
- L5A Students understand that some characteristics are inherited and some are not.
- L8A Students understand the role of genetic information in the continuation of a species.
- L12A Students understand how genetic information is passed from one generation to another.

Structure of Life

- L2B Students understand that living things have identifiable characteristics.
- L5B Students understand that living things have specialized structures that perform a variety of life functions.
- L8B Students understand that living things are composed of cells, which are specialized in multi-cellular organisms to perform a variety of life functions.

SCIENCE GRADE THREE (continued)

L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.

Organisms and Their Environment

L2C Students understand that living things live in different places.

L5C Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems.

L8C Students understand how living and non-living components of ecosystems interact.

L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.

Diversity of Life

L2D Students understand that there are many kinds of living things on Earth

L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.

L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.

L12D Students understand biological evolution and diversity of life.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NATURE OF SCIENCE

(Nature and History of Science objectives should be embedded throughout the year in the contexts of life, earth, and physical science.)

It is expected that students will:

(3)1.1 identify, gather and safely use tools (tri-lens magnifier, pan balance, stethoscope, metric measurement tools) and materials needed in investigations [N5A5]

(3)1.2 cooperate and contribute ideas within a group [N5B3]

(3)1.3 conduct investigations based on observations and questions raised about the world [N5A5]

(3)1.4 keep a record, in a science notebook, of observations and measurements taken over time (life cycle and classification) [N5A1]

(3)1.5 use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions [N5A1; N5A3; N5A4]

(3)1.6 create and use labeled illustrations, graphs (number lines, pictographs, bar graphs, frequency tables), and charts to convey ideas, record observations, and make predictions [N5A1; N5A4]

(3)1.7 use observable patterns to organize items and ideas and to make predictions [N5A7]

SCIENCE GRADE THREE (continued)

PHYSICAL SCIENCE

It is expected that students will:

- (3)2.1 determine and explain that vibrations produce sound waves [P5C2]
- (3)2.2 compare and describe how sound travels through different materials [P5C2]
- (3)2.3 describe objects in terms of their observable properties (mass, color, temperature, texture) [P5A3]

EARTH SCIENCE

It is expected that students will:

- (3)3.1 investigate and describe that the Earth is composed of different kinds of materials (rocks, soils, water, air) [E5C4; E5C5]
- (3)3.2 compare, test, measure, record, and describe observable properties of rocks and minerals [E5C4]
- (3)3.3 determine and explain that soil varies from place to place and has biological and mineral components [E5C5]

LIFE SCIENCE

It is expected that students will:

- (3)4.1 investigate and describe ways that offspring may resemble and differ from parents and siblings may resemble and differ from each other [L5A1; L5A3; L5A4]
- (3)4.2 investigate, compare, and contrast life cycles of various living things [L5B2]
- (3)4.3 investigate and describe the interactions of organisms with each other and their ecosystem [L5C2]
- (3)4.4 identify and compare needs common to most living things [L5B1; L5C2]
- (3)4.5 distinguish living from nonliving according to established criteria (growth, reproduction) [L5C2]
- (3)4.6 investigate and describe how changes to an environment can be beneficial or harmful to plants and animals [L5C3]
- (3)4.7 investigate, compare, and contrast identifiable structures and characteristics of plants and animals that enable them to grow, reproduce, and survive [L5B1; L5C5; L5D1]

SOCIAL STUDIES

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- HISTORY 1.0** **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0** **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0** **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0** **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0** **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0** **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0** **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0** **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0** **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0** **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0** **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0** **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

SOCIAL STUDIES GRADE THREE (continued)

- CIVICS 14.0** **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0** **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0** **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

HISTORY

People, Cultures, and Civilizations

It is expected that students will:

- H1.3.1 Learn about individuals in the **community** and discuss their contributions.
- H1.3.2 Using **artifacts** and **primary sources**, and investigate how individuals and families contributed to the founding and development of the local **community**.
- H1.3.3 Learn about individuals around the world and discuss their contributions.
- H1.3.3A Learn about current or past individuals around the world and discuss their contributions.

Nation Building & Development

It is expected that students will:

- H2.3.1 Discuss how conflicts can be resolved through compromise.
- H2.3.1A Discuss how conflicts in school, neighborhood, and city can be resolved through compromise.
- H2.3.2 Explain how memorials help us to honor and remember people.

Social Responsibility & Change

It is expected that students will:

- H3.3.1 Explain how the actions of heroes and heroines make a difference.
- H3.3.1A Explain how the actions of heroes and heroines make a difference, i.e., community members, military veterans and fictional characters.
- H3.3.2 Determine what it means to be an American **citizen** and describe the achievements of famous and ordinary **citizens**.
- H3.3.3 Define **ethnicity** and explain that people who make contributions to their communities include those who have diverse **ethnic** origins, customs, and traditions.
- H3.3.4 Demonstrate respect for each other, the **community**, and the world.
- H3.3.5 Explain how **technology** at home and in school impacts their lives.
- H3.3.6 Discuss the effects of news events on people in the **community**.

SOCIAL STUDIES GRADE THREE (continued)

GEOGRAPHY

The World in Spatial Terms

It is expected that students will:

- G5.3.1 Identify and use **cardinal directions** on a **compass rose** to locate **places** on a map.
- G5.3.2 Differentiate between a city and a state using appropriate examples.
- G5.3.3 Compare uses of maps and globes.
- G5.3.4 Identify and explain simple **spatial patterns** on a map, i.e., population centers, farmland, mountains.
- G5.3.5 Construct a simple map including a title, symbols, and directions from a bird's eye view.
- G5.3.6 Recognize different types of special maps, i.e., neighborhood, school, and classroom.
- G5.3.7 List careers requiring the use of geographic tools.

Places & Regions

It is expected that students will:

- G6.3.1 Distinguish between **physical** (natural) and **human** (man-made) **features**.
- G6.3.2 Identify characteristics of neighborhoods and communities, i.e., physical geographical differences, **land use**, population density.
- G6.3.3 Identify ways people express **culture**.
- G6.3.4 List ways people view their own **communities**, i.e., a ranching **community**, a tourist destination.
- G6.3.5 List ways people use **technology** for geographic purposes, i.e., weather forecasting, use of aerial photographs to measure population changes over time.
- G6.3.6 Locate and name the states surrounding Nevada.
- G6.3.7 Identify latitude and longitude on a map or globe.

Human Systems

It is expected that students will:

- G7.3.1 Compare population distribution across **regions** using maps and mathematical representations, i.e., tables and graphs.
- G7.3.2 Identify transportation and communication networks.
- G7.3.3 List reasons why people choose to live in **urban** or **rural communities**.
- G7.3.4 Use a map to display information about an economic product.
- G7.3.5 Describe purposes for various organizations.

Environment & Society

It is expected that students will:

- G8.3.1 Predict possible geographic changes that could take **place** in the neighborhood or **community**.
- G8.3.2 List tools, machines, or technologies that people have used to change the **physical environment**.
- G8.3.3 Compare ways people modify the **physical environment**.
- G8.3.4 Identify people, groups, and organizations that respond to **natural hazards**.

SOCIAL STUDIES GRADE THREE (continued)

G8.3.5 Describe ways humans depend on and manage **natural resources** within their communities.

ECONOMICS

The Market Economy

It is expected that students will:

- E9.3.1 Identify **needs** as high priority wants, and **wants** as **goods, services, or leisure activities**.
- E9.3.2 Give examples of prices **consumers** have paid when buying **goods** and **services**.
- E9.3.3 Give examples of prices set by businesses for selling **goods** and **services**.
- E9.3.4 Demonstrate an understanding of **income** and give examples.

The U.S. Economy as a Whole

It is expected that students will:

- E10.3.1 Identify forms of **money** used by people across time and place.
- E10.3.2 Define banking terms, including saving, **interest**, and **borrowing**.
- E10.3.3 Identify reasons people use banks.

The Dynamic Economy

It is expected that students will:

- E11.3.1 Identify and explain what business owners do.
- E11.3.2 Identify classroom **resources** that are limited and must be shared.

The International Economy

It is expected that students will:

- E12.3.1 Differentiate between **barter** and **monetary trade**.

CIVICS

Citizenship and the Law

It is expected that students will:

- C13.3.1 Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure.
- C13.3.2 Discuss that **democracy** involves voting, majority rule, and setting rules.
- C13.3.3 Explain individual responsibilities in the classroom and the school.
- C13.3.4 Recognize the Pledge of Allegiance and discuss its purpose.
- C13.3.5 Explain why we have patriotic activities, holidays, and symbols.

The Federal System

It is expected that students will:

- C14.3.1 Name the current President of the United States.
- C14.3.2 Name the current mayor of the town.

SOCIAL STUDIES GRADE THREE (continued)

The Political Process

It is expected that students will:

C15.3.1 List the qualities of a leader.

C15.3.2 Discuss why people form groups.

C15.3.3 Introduce sources of information people use to form an opinion.

Global Relations

It is expected that students will:

C16.3.1 Identify their city, state, and country.

TECHNOLOGY

GRADE THREE

STANDARDS

- 1.0 **Problem Solving** — Students utilize problem-solving processes through the use of resources to reach a desired outcome.
- 2.0 **Productivity Tools** — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.
- 3.0 **Research Tools** — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.
- 4.0 **Tools and Processes** — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.
- 5.0 **Systems** — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.
- 6.0 **Implications on Society** — Students evaluate the impact and ethical implications on individuals, society and the environment.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PROBLEM SOLVING

It is expected that students will:

- (3)1.1 identify and discuss using appropriate terminology a design/problem-solving method
- (3)1.2 utilize a design/problem-solving method

PRODUCTIVITY TOOLS

It is expected that students will:

- (3)2.1 identify parts of the computer
- (3)2.2 identify basic parts of a variety of technological learning tools
- (3)2.3 demonstrate proper care and handling of equipment (computers, projection devices, scanners, copiers, cameras, video and audio)
- (3)2.4 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies
- (3)2.5 use a variety of media and technology resources for directed and independent learning activities

TECHNOLOGY GRADE THREE (continued)

- (3)2.6 demonstrate proper keyboarding skills
 - a. locate and use letters, numbers, and special keys on a keyboard using the left or right hand [NS 2.3.1]
 - b. apply correct finger placement for basic keyboarding skills [NS 2.5.1]
- (3)2.7 demonstrate proper navigation of the desktop, which includes:
 - a. appropriate cursor movement
 - b. opening and closing
 - c. proper use of the task bar, other buttons, and functional icons
 - d. appropriate use of command buttons and text boxes
- (3)2.8 follow proper sequence to run programs and accessories, which includes:
 - a. starting and exiting programs and accessories
 - b. switching between multiple programs
- (3)2.9 create a document that demonstrates simple typing and editing skills [NS 2.3.2]
- (3)2.10 create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print [NS 2.5.2]:
 - a. type simple sentences using a word processor
 - b. use cut, copy, paste, save, open, format, and print to edit a document
 - c. insert graphics into a document
 - d. use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, and importing)
 - e. demonstrate use and function of drawing tools
 - f. understand and demonstrate use of word processing reference tools (spell check, grammar check, dictionary, thesaurus, etc.)
 - g. use formatting tools to change or modify a document
 - i. with guided instruction, use peripheral tools to create graphics
- (3)2.11 demonstrate proper management of files and folders, which includes:
 - a. viewing
 - b. creating
 - c. renaming
 - d. deleting
 - e. creating and saving files on various storage media [NS 2.3.6]
 - f. moving and copying
- (3)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
 - a. use developmentally appropriate multimedia software
 - b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
 - c. explain the purpose of a multimedia presentation using multimedia software [NS 2.3.5]
- (3)2.13 search a database to locate specific information (e.g. electronic sources, telephone book, encyclopedia, and library card catalog) [NS 2.3.3]
- (3)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills

TECHNOLOGY GRADE THREE (continued)

- (3)2.15 demonstrate responsible use of communication network applications
 - a. identify electronic communication devices [NS 2.3.7.1]
 - b. identify devices that require connectivity [NS 2.3.7.2]
 - c. demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
 - d. create messages which integrate written, audio, and text information
 - e. describe the process of accessing a LAN and demonstrate the process as available [NS 2.5.7.1]
 - f. explain how local and global networks function
- (3)2.16 demonstrate an understanding of sharing/exchanging data among a variety of programs/applications through copying, linking, and/or embedding text and graphical objects
- (3)2.17 properly manage, maintain, and care for technological learning tools
- (3)2.18 utilize a pre-designed spreadsheet, demonstrate the ability to enter simple labels, values, and formulas [NS 2.3.4]

RESEARCH TOOLS

It is expected that students will:

- (3)3.1 select a research topic or define a problem using technology tools [NS 3.3.1]
- (3)3.2 generate keywords for a research topic or problem and conduct a search of electronic based sources [NS 3.5.2]
- (3)3.3 select information for a research topic or problem from a remote resource [NS 3.3.3]
- (3)3.4 identify and examine organizational formats using a technology tool to arrange information [NS 3.3.4]
- (3)3.5 use technology to organize data
 - a. calculate
 - b. collect data
 - c. analyze data
- (3)3.6 demonstrate an understanding of intellectual property and describe personal consequences of inappropriate use
- (3)3.7 summarize and share the research process and its outcome [NS 3.5.7]
- (3)3.8 evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

TOOLS AND PROCESSES

It is expected that students will:

- (3)4.1 use technologies as an educational tool in all content areas
- (3)4.2 use technologies independently and collaboratively
- (3)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]
- (3)4.4 demonstrate the importance of safety and ease of use in selecting appropriate tools [NS 4.5.3]
- (3)4.5 employ tools and materials to design or develop products or projects [NS 4.5.2]

TECHNOLOGY GRADE THREE (continued)

- (3)4.6 use technology information processing skills to enhance and extend learning in all areas
- (3)4.7 identify the appropriateness and uses of resources and tools in technology based activities [NS 4.3.1]
 - a. select and use applicable tools for tasks [NS 4.3.2]
 - b. with teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations [NS 4.3.4]

SYSTEMS

It is expected that students will:

- (3)5.1 define a system [NS 5.3.1]
- (3)5.2 identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system) [NS 5.3.2]
- (3)5.3 identify and categorize systems that provide food, clothing, shelter, entertainment, communications, health care, security, and other necessities and comforts of life [NS 5.3.3]

IMPLICATIONS ON SOCIETY

It is expected that students will:

- (3)6.1 describe how technology is used in daily activities to meet personal needs; describe computer piracy and the personal consequences of inappropriate use [NS 6.3.1]
- (3)6.2 practice etiquette using technology; describe changes in the local community because of technology [NS 6.3.2]
- (3)6.3 describe the relationship between careers and technological developments
- (3)6.4 describe common uses of technology in daily life and how environments are changed [NS 6.3.4]
- (3)6.5 describe and use required district, school, and classroom procedures for use of technology

VISUAL ARTS

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and apply visual arts media, techniques, and processes.
- 2.0 Students use knowledge of visual characteristics, purposes, and functions.
- 3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.
- 4.0 Students understand the visual arts in relation to history and cultures.
- 5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.
- 6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

ART CRITICISM

It is expected that students will:

- (3)1.1 describe works of art, using appropriate vocabulary, e.g., list or name subject matter and/or symbols [NS 2.3.1]
- (3)1.2 analyze works of art, e.g., identify elements and principles of design; discuss media, forms, techniques, etc. [NS 2.3.1]
- (3)1.3 interpret works of art, e.g., describe possible meanings [NS 5.3.3]
- (3)1.4 judge works of art, based on observed merits
 - a. share opinions
 - b. support opinions, points of view by citing artwork
- (3)1.5 evaluate/share own artwork

ART HISTORY

It is expected that students will:

- (3)2.1 examine historical/cultural context, e.g., associate works of art with their cultures, times, or places [NS 4.3.2]
- (3)2.2 discuss materials, processes, purposes, e.g., learn how artist's choices are influenced by culture, time, and place [NS 4.3.2]
- (3)2.3 discuss artistic styles, e.g., name characteristics in works of art that identify individual artists, groups of artists, or cultures [NS 4.3.2]
- (3)2.4 examine inventions and technology in art, e.g., observe how changes in tools and methods affect the appearance of art [NS 4.3.2]

VISUAL ARTS GRADE THREE (continued)

AESTHETICS

It is expected that students will:

- (3)3.1 engage in aesthetic inquiry through various aesthetic issues/topics
 - a. artist's intent and viewer's interpretation
 - b. purposes for works of art
 - c. beauty and ugliness
 - d. defining art
- (3)3.2 discover/discuss aesthetic positions/stances
 - a. realism (art that is true to life)
 - b. expressionism (art that shows feelings)
 - c. functionalism (art with a practical purpose)
 - d. hedonism (art that is beautiful and pleasant)
 - e. formalism (art that emphasizes design)

ART PRODUCTION

It is expected that students will:

- (3)4.1 demonstrate elements of art: line, shape, color, texture, value, form, space [NS 2.3.4]
- (3)4.2 demonstrate design concepts & principles: repetition, pattern, symmetry, geometric shape, color theory (mix intermediate or tertiary colors), scale, contrast, overlapping, contours, emphasis, composition, organic shape [NS 2.3.4]
- (3)4.3 demonstrate choice of subject matter and/or symbols to communicate an intended meaning [NS 3.3.2]
- (3)4.4 draw using varied media, techniques, and processes [NS 1.3.3]
- (3)4.5 paint using varied media, techniques, and processes [NS 1.3.3]
- (3)4.6 create a minimum of one three-dimensional art form using varied media, techniques, and processes for either
 - a. sculpture (fully three-dimensional) [NS 1.3.3] or
 - b. relief (raised elements on a background)(Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.) [NS 1.3.3]
- (3)4.7 create a ceramic object using media, techniques, and processes for either
 - a. clay modeling (manipulating in three-dimensions) e.g., forming human figures animals, etc. [NS 1.3.3] or
 - b. pottery (functional vessels) e.g., pinch pots, coiled cups, slab bowls or boxes, etc. [NS 1.3.3]
- (3)4.8 make prints; using media, techniques, and processes for multiple edition prints [NS 1.3.3]
- (3)4.9 weave; using varied media, techniques, and processes [NS 1.3.3]
- (3)4.10 represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.3.3]
- (3)4.11 work in at least one mixed medium, using varied techniques and processes, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.3.3]
- (3)4.12 create a work of art that shows the influence of a particular historical period or culture [NS 4.3.3]