

ENGLISH LANGUAGE ARTS/READING

GRADE THREE

Third grade students begin to independently apply their basic literacy skills. Students read, write, and speak with increasing fluency and accuracy.

WORD ANALYSIS – PHONICS, VOCABULARY, SPELLING

It is expected that students will:

- ⦿ use knowledge of phonics to read fluently and to determine the meaning of unfamiliar words in context
- ⦿ identify beginning, middle, and ending sounds and syllables.
- ⦿ use knowledge of phonics and structural elements to read fluently and to determine the meaning of unfamiliar words in context
- ⦿ use knowledge of structural analysis to determine the meaning of words in context
- ⦿ use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary
- ⦿ read aloud with fluency, accuracy, appropriate intonation, and expression
- ⦿ use dictionaries and glossaries to determine the meanings and other features of unknown words
 - use patterns to spell correctly
 - use structure rules to spell correctly
 - use spelling strategies to spell correctly

READING COMPREHENSION - SKILLS AND STRATEGIES

It is expected that students will:

- use pre-reading strategies to improve comprehension
- use self-correcting strategies to gain meaning from text
- ⦿ recall essential points in text while reading
- ⦿ make and revise predictions about text and read to verify
- ⦿ restate facts and details in text to share information and organize ideas
 - adjust reading rate to suit difficulty of text
- ⦿ interpret information in new contexts

READING COMPREHENSION - LITERATURE

It is expected that students will:

- ⦿ make inferences about plots, settings, and characters in a variety of works and by a variety of authors
- ⦿ make inferences about a character's traits and check text for verification
- ⦿ compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times
- ⦿ identify and compare themes or messages (including author's purpose) in reading selections
 - identify simile, metaphor, onomatopoeia, and hyperbole in text

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

- read and identify a variety of selections
- demonstrate an active interest in reading
- ⊙ interpret non-literal language

READING COMPREHENSION - INFORMATIONAL TEXTS

It is expected that students will:

- distinguish essential information from text features to locate information for specific purposes
- ⊙ distinguish between cause and effect, fact and opinion, main idea, and supporting details in text
- ask questions and support answers by connecting prior knowledge with literal and inferential information in text
- ⊙ draw conclusions about texts and support them with textual evidence and experience
- ⊙ read and follow multistep directions to complete a simple task
- ⊙ use title, table of contents, chapter heading, glossary, index, charts/maps, and diagrams

WRITING - COMPOSITION

It is expected that students will:

- ⊙ locate, and use at least three sources to write an informative paper
- ⊙ write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature
- write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details that develop the plot
- ⊙ write responses to literature and experiences through the use of journals and learning logs
- ⊙ write compositions that retell events of a story in sequence

WRITING - PROCESS

It is expected that students will:

- generate possible ideas for future writing through group activities such as brainstorming and discussions
- organize ideas through activities such as sequencing and classifying
- ⊙ write simple compositions and persuasive essays that address a single topic and include topic sentences and supporting sentences
- revise drafts, using an established rubric, to improve the coherence and logical progression of ideas
- edit for use of standard English
- produce writing with voice for given audiences
- share writing with others, listen to responses, and make revisions to drafts based upon reader responses

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

WRITING - CONVENTIONS OF ENGLISH LANGUAGE

It is expected that students will:

- ⊙ identify and correctly use grammar in writing sentences
- ⊙ demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences
- ⊙ use quotation marks in dialogue
- ⊙ identify correct word order in sentences and repair run-on sentences
- ⊙ punctuate correctly
- ⊙ use rules of capitalization
 - use correct spelling of words
 - create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence

LISTENING SKILLS

It is expected that students will:

- ⊙ retell and explain what has been said by a speaker
 - listen to connect prior experiences, insights, and ideas to the message of a speaker
 - identify language and sayings that reflect regions and cultures
- ⊙ follow three- and four-step oral directions to complete a simple task

SPEAKING SKILLS

It is expected that students will:

- ⊙ use specific vocabulary and apply standard English to communicate ideas
 - use appropriate public speaking techniques such as volume control and eye contact
- ⊙ present ideas and supporting details in a logical sequence with a beginning, middle, and ending
 - read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns
- ⊙ give clear three- and four-step directions to complete a simple task

DISCUSSION

It is expected that students will:

- ⊙ speak and listen attentively in conversations and group discussions
- ⊙ ask pertinent questions; respond to questions with relevant details
 - share ideas and information to complete a task
- ⊙ distinguish between a speaker's opinion and verifiable facts

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

RESEARCH AND STUDY SKILLS

It is expected that students will:

- formulate questions to investigate topics
- ⊙ use a variety of library resources, media, and technology to find information on a topic
- give credit for others' ideas, images, and information
- ⊙ organize and record information from print and non-print resources
- present research findings for different purposes and audiences
- use test-taking strategies

MATHEMATICS

GRADE THREE

Third grade students learn the basic multiplication and division facts and demonstrate understanding of the processes of addition, subtraction, multiplication, and division. They extend their understanding of fractions and decimals and continue learning problem solving strategies. Students increase their proficiency in solving problems involving money, and they measure attributes of temperature, length, weight/mass, and capacity.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- read, write, order and compare whole numbers (0 - 9,999)
- read and write number words (0-1,000)
- use ordinal positions first through hundredth
- identify odd and even numbers
- ⊙ use, model, and identify place value positions up to 10,000
- ⊙ round numbers to nearest tens and hundreds to determine reasonableness of answers
- explain and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and representations
- model concepts of multiplication and division, including groupings and arrays
- ⊙ model and explain multiplication as repeated addition
- use subtraction to model and explain division
- ⊙ model, sketch, and label fractions with denominators to 10
- ⊙ write fractions with numbers and words
- ⊙ name and write fractions represented by drawings or models
- identify the part of a set and/or region that represents a given fraction and write the corresponding fraction
- identify and compare fractions with like denominators, using numbers, models, and drawings
- identify the number of equal parts needed to make a whole or a fractional part of a whole, with and without models
- read and write decimals (tenths and hundredths place)
- ⊙ immediately recall and use addition and subtraction facts
- ⊙ immediately recall and use multiplication facts, products to 100
- recall division facts through the 10's
- ⊙ add and subtract multi-digit numbers, with regrouping
- ⊙ multiply a two-or three-digit number by a one-digit number, with and without regrouping
- multiply three one-digit numbers
- ⊙ multiply a two-or three-digit number by a multiple of ten
- ⊙ divide a two-digit number by a one-digit number, without a remainder
- ⊙ divide a three-digit multiple of ten by a two-digit multiple of ten
- use estimation and mental computation in appropriate situations to solve problems

MATHEMATICS GRADE THREE (Continued)

- add and subtract proper fractions and mixed numbers with like denominators (without regrouping or simplifying), with and without models
- ⊙ add and subtract decimals, using money as a model
- add and subtract decimals, tenths and hundredths
- ⊙ generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation
- use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- compare and categorize shapes and numbers
- ⊙ recognize, describe, and create repeating and increasing patterns using numbers
- describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns
- ⊙ use number patterns and their extensions to solve problems
- ⊙ identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts
- ⊙ complete number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =)

MEASUREMENT

It is expected that students will:

- ⊙ measure to a required degree of accuracy, and record results
- ⊙ select and use appropriate units of measure
- ⊙ estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume (capacity), temperature, and weight
- ⊙ communicate the relationships of more, less, and equivalent when measuring
- ⊙ identify perimeter and area of regular and irregular figures by counting units
 - identify dimensions and volume of rectangular prisms by counting cubes
 - use the calendar to identify year/month/week/day (date)
- ⊙ tell time to nearest minute using digital and analog clocks
- ⊙ identify elapsed time using a clock
 - read thermometers and compare results
- ⊙ read, write and use money notation determining possible combinations of coins and bills to equal given monetary amounts
 - determine totals for monetary amounts in problem solving and real-world situations
 - solve problems involving measurements

MATHEMATICS GRADE THREE (Continued)

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

- ⊙ describe, sketch, compare, and contrast plane geometric figures
- ⊙ compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects
 - identify and draw open and closed curves
 - describe and sketch intersecting and parallel lines
 - identify lines of symmetry
- ⊙ demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip
 - identify a figure after transformation (flips, turns, slides)
 - describe results of combining and subdividing shapes
 - recognize and describe similar and congruent figures

DATA ANALYSIS

It is expected that students will:

- ⊙ collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables
 - read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems
- ⊙ use concepts of probability (e.g. impossible, likely, and certain) to make predictions about future events
 - conduct simple probability experiments using spinners, number cubes, and random drawings

PROBLEM SOLVING

It is expected that students will:

- ⊙ select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- ⊙ apply previous experience and knowledge to new problem-solving situations
 - formulate own problems; use various approaches to investigate and solve problems
 - explain and verify results with respect to the original problem
 - try more than one strategy when the first strategy proves to be unproductive
 - apply solutions and strategies from earlier problems to new problem situations
 - use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)

MATHEMATICS GRADE THREE (Continued)

MATHEMATICAL COMMUNICATION

It is expected that students will:

- discuss and exchange ideas about mathematics as a part of learning
- use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- ⊙ identify and translate key words and phrases that imply mathematical operations
- ⊙ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- explain and justify thinking about mathematical ideas and solutions
- use everyday language to explain thinking about strategies and solutions to mathematical problems
- ⊙ express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- use mathematical notation to communicate and explain mathematical situations

MATHEMATICAL REASONING

It is expected that students will:

- justify and explain the solutions to problems using manipulative and physical models
- use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems
- ask questions to reflect on, clarify, and extend thinking
- review and refine the assumptions and steps used to derive conclusions in mathematical arguments
- ⊙ determine relevant, irrelevant, and/or sufficient information to solve mathematical problems

MATHEMATICAL CONNECTIONS

It is expected that students will:

- link new concepts to prior knowledge
- use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics
- identify practical applications of mathematical principles that can be applied to other disciplines
- apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)
- identify, explain, and use mathematics in everyday life

SCIENCE

GRADE THREE

Third-grade students observe and record the characteristics of rocks and minerals, sound, and ecosystems. They investigate the interactions among living things and between living and non-living things. Tools and technology are used to gather, record, share, and justify information and explanations. Evidence is used to make predictions and justify explanations. Students work collaboratively to develop questions and do science investigations. Nature and History of Science objectives are embedded throughout the year in the context of life, earth, and physical science.

NATURE AND HISTORY OF SCIENCE

It is expected that students will:

- identify, gather and safely use tools (tri-lens magnifier, pan balance, stethoscope, metric measurement tools) and materials needed in investigations
- cooperate and contribute ideas within a group
- conduct investigations based on observations and questions raised about the world
- keep a record, in a science notebook, of observations and accurate measurements taken over time (weather, moon cycle, life cycle)
- use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions
- create and use labeled illustrations, graphs (number lines, pictographs, bar graphs, frequency tables), and charts to convey ideas and record observations
- use observable patterns to organize items and ideas and to make predictions

PHYSICAL SCIENCE

It is expected that students will:

- determine and explain that vibrations produce sound
- describe objects in terms of their observable properties (mass, color, temperature, texture)
- compare and describe how sound travels through different materials

EARTH SCIENCE

It is expected that students will:

- investigate and describe how the Earth is composed of different kinds of materials (rocks, soils, water, air)
- compare, test, measure, record, and describe observable properties of rocks and minerals

LIFE SCIENCE

It is expected that students will:

- investigate and describe ways that offspring may resemble parents and siblings may resemble each other

SCIENCE GRADE THREE (Continued)

- investigate, compare, and contrast the different life cycles of different living things
- investigate and describe the interactions of organisms
- identify and compare needs common to most living things
- distinguish living from nonliving according to established criteria
- investigate and describe how changes to an environment can be beneficial or harmful to plants and animals
- investigate, compare, and contrast structures and characteristics of plants and animals

SOCIAL STUDIES

GRADE THREE

Third grade students use maps and learn how different kinds of communities function. Students develop an understanding of basic economic concepts and use timelines, charts, tables, and graphs to acquire geographic information.

CIVICS

It is expected that students will:

- identify examples of rules, laws, and authorities that keep people safe and property secure
- explain that democracy involves voting, majority rule, and setting rules
- name the current President of the United States
- discuss why people form groups
- recognize and recite the “Pledge of Allegiance”
- explain why we have patriotic holidays
- identify an individual’s rights within the classroom
- identify conflicts in the school and discuss peaceful resolution
- name the current Governor of Nevada
- identify the county, state, and country
- complete tasks independently
- work cooperatively in groups
- recognize differences of opinion
- recognize the causes and effects of issues and problems

ECONOMICS

It is expected that students will:

- categorize wants as goods, services, or leisure activities
- give examples of incentives and determine whether they are positive or negative
- identify the benefits and the costs of an all-or-nothing choice
- identify and use per capita measures in the classroom (e.g., the number of pencils per student)
- discuss why people seek work
- differentiate between barter and monetary trade
- give examples of prices received by a business for selling goods and services
- give reasons why producers choose to sell more of a good or service (including when a price is high) and when they choose to sell less (including when its price is low)
- demonstrate an understanding of key banking terms (e.g., saving, interest, borrowing)
- identify a for-profit organization in the community and a service it provides
- identify a not-for-profit organization in the community and a service it provides
- identify reasons for saving money
- identify forms of money
- demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM)
- explain what a producer does

SOCIAL STUDIES GRADE THREE (Continued)

- demonstrate an understanding of and give examples of income
- demonstrate an understanding that different jobs require different skills and people receive different levels of income
- explain how skill training and education can enhance the ability to produce goods and services
- list examples of entrepreneurs
- describe what it means to compete
- give examples of goods the U.S. imports and exports
- identify the countries of origin of commonly used products
- describe various products from animals (i.e., food, milk, leather products)
- identify the currencies of other countries
- identify community workers who are producers of goods and those who provide services
- identify jobs and careers within a city and community

GEOGRAPHY

It is expected that students will:

- identify and use the cardinal directions (North, South, East, West) to locate places on a map
- compare uses of maps and globes
- use maps, globes, photographs, and graphs to collect geographic information
- construct a simple map, including title, symbols, and directions
- recognize different types of maps
- identify and explain simple spatial patterns on a map
- explain the difference between a city and a state, using appropriate examples
- locate and name states that border Nevada and countries that border the United States
- identify differences between physical and human features
- identify how language, music, stories, art, and customs express culture
- discuss how people view their communities
- list examples of technology in the community
- identify an historic landmark and describe the event that took place there
- compare visual images of the same place over time
- identify neighborhoods and communities as places where people live, work, and play
- recognize that plants and animals have habitats on both land and in water
- identify various natural hazards (e.g., floods, earthquakes, volcanic eruptions)
- identify different types of simple ecosystems (e.g., ponds, streams, fields)
- locate different ecosystems in the community
- identify the living and nonliving elements of an ecosystem
- construct a graph or chart to compare population distribution in different areas
- identify transportation and communication networks in a daily life
- draw a simple map that illustrates how to get from one location to another
- describe the characteristics of rural, suburban, and urban communities
- locate sources of goods and services found in the community
- investigate an economic product by asking and answering questions about location

SOCIAL STUDIES GRADE THREE (Continued)

- compare the wants and needs of people in different communities and the means used to fulfill those wants and needs
- describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H)
- describe how cooperation and conflict affect people and places
- list tools, machines, or technologies that have changed the physical environment
- compare different ways in which people modify the physical environment
- describe ways humans depend on natural resources
- list examples of how people use and manage natural resources within their communities
- use visual clues to determine when and where an event took place in the past
- identify the location of current events on a map
- recognize a geographic issue or theme that affects home, school, or community
- predict possible geographic changes that could take place in the neighborhood or community
- ask questions about why things are located where they are
- gather geographic information from maps, globes, and atlases
- construct simple maps and graphs to display geographic information
- select and explain information from several geographic sources
- create a visual model to illustrate the results of a geographic inquiry
- locate Las Vegas, Nevada on world maps and globes
- locate hemispheres, continents, and oceans on maps and globes
- locate major lines of latitude and longitude (equator and prime meridian)
- use various legends (keys) on maps to identify cities, state capitals, natural resources, and industries

HISTORY

It is expected that students will:

- identify the source of information for a current event
- read a time line
- use charts, graphs, and tables to interpret historical information
- ask history-related questions
- identify Native North American life prior to European contact (e.g., food, clothing, shelter)
- identify the Declaration of Independence
- identify the purpose of historical documents
- identify patriotic symbols (e.g., eagle, flag, Liberty Bell)
- identify “The Star Spangled Banner” as the national anthem
- describe the lives of pioneers from diverse groups
- identify the Statue of Liberty as a patriotic symbol
- describe various types of transportation and communication used throughout the history of the United States
- discuss various Presidents of the United States
- create timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries
- read and interpret historical passages