



Third Grade
Curriculum at a Glance
for Parents

Grade Three Religion

The students will:

1. Express awe and wonder at God's creation.
2. Acknowledge that Abraham received God's promise through faith, not through works or self-worthiness.
3. Identify commandments that focus specifically on our relationship to God and those that focus specifically on our relationship to others.
4. Praise and worship God with their songs, prayers, gifts, and lives of service.
5. Recognize that God sometimes helps them overcome problems in unexpected ways.
6. Demonstrate a desire to come to God in prayer regularly and often, confident that their loving Father hears their prayers.
7. Praise God for the worth He gives them in Christ.
8. Thank God for the blessings of Christian friends.
9. Demonstrate a Gospel-motivated desire to love and forgive all others, including those who hate them.
10. Demonstrate a desire to make continual use of God's Word so the Holy Spirit may continue to work saving faith in their hearts.
11. Recognize that God uses world events and their consequences to call sinners to repentance in order to strengthen repentant sinners with His grace and love.
12. Acknowledge that only by God's grace we are empowered to do His will.
13. Confess their sins, expressing confidence in the forgiveness God offers them freely in Christ Jesus, their Lord.
14. Express their trust and confidence in God to care for their physical and spiritual needs.
15. Describe the unfolding of God's plan to send a Savior.
16. Show acceptance of others as either brothers and sisters in Christ or as fellow sinners with whom one can share the Good News.
17. Describe and appreciate the work and blessings of the Holy Spirit in their lives.
18. Consider the vocations of professional church workers and the possibility of becoming one.
19. Acknowledge Jesus as the Son of God yet true man and Savior of the world.
20. Identify the blessings of the sacraments of Baptism and the Lord's Supper.
21. Recognize that one sin often leads to more sins.
22. Profess that Jesus our Savior physically rose from the dead.
23. Express confident trust that they will go to heaven someday to live forever with Jesus.
24. Confess Jesus as their personal Savior from sin and eternal death.
25. Explain that Jesus will return to earth on the Last Day to judge the world.
26. Demonstrate a desire to share the Gospel with others through the power of the Holy Spirit.
27. Express reliance on the power of the Holy Spirit to enable them to live transformed lives.
28. Recognize that even during times of persecution and opposition, God blesses them and leads them to live transformed lives.

Grade Three English Language Arts

Literature

The student will...

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- Describe characters in a story and explain how their actions contribute to the sequence of events
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- Distinguish their own point of view from that of the narrator or those of the characters
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- Use text features and search tools to locate information relevant to a given topic efficiently
- Distinguish their own point of view from that of the author of a text
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text
- Describe the logical connection between particular sentences and paragraphs in a text
- Compare and contrast the most important points and key details presented in two texts on the same topic
- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently

Informational Text

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- Know and apply grade-level phonics and word analysis skills in decoding words
 - Identify and know the meaning of the most common prefixes and derivational suffixes
 - Decode words with common Latin suffixes
 - Decode multi-syllable words
 - Read grade-appropriate irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension
 - Read on-level text with purpose and understanding
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Grade Three English Language Arts

Writing Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
 - Provide reasons that support the opinion
 - Use linking words and phrases to connect opinion and reasons
 - Provide a concluding statement or section
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
 - Develop the topic with facts, definitions, and details
 - Use linking words and phrases to connect ideas within categories of information
 - Provide a concluding statement or section
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
 - Use temporal words and phrases to signal event order
 - Provide a sense of closure
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others
- Conduct short research projects that build knowledge about a topic
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Standards

- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
 - Follow agreed-upon rules for discussions
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - Explain their own ideas and understanding in light of the discussion
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Grade Three English Language Arts

- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
 - Form and use regular and irregular plural nouns
 - Use abstract nouns
 - Form and use regular and irregular verbs
 - Form and use the simple verb tenses
 - Ensure subject-verb and pronoun-antecedent agreement
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
 - Use coordinating and subordinating conjunctions
 - Produce simple, compound, and complex sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - Capitalize appropriate words in titles
 - Use commas in addresses
 - Use commas and quotation marks in dialogue
 - Form and use possessives
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
 - Use spelling patterns and generalizations in writing words
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
 - Choose words and phrases for effect
 - Recognize and observe differences between the conventions of spoken and written standard
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
 - Use sentence-level context as a clue to the meaning of a word or phrase
 - Determine the meaning of the new word formed when a known affix is added to a known word
 - Use a known root word as a clue to the meaning of an unknown word with the same root
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- Demonstrate understanding of word relationships and nuances in word meanings
 - Distinguish the literal and nonliteral meanings of words and phrases in context
 - Identify real-life connections between words and their use
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty
- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships

Grade Three Mathematics

Operations and Algebraic Thinking

The students....

- Interpret products of whole numbers.
- Interpret whole-number quotients of whole numbers.
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- Apply properties of operations as strategies to multiply and divide.
- Understand division as an unknown-factor problem.
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Identify arithmetic patterns and explain them using properties of operations.

Number and Operations in Base Ten

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.

Number and Operations-Fractions

- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
 - Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - Understand two fractions as equivalent if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.

Grade Three Mathematics

- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.

Measurement and Data

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
- Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step —how many more and —how many less problems using information presented in scaled bar graphs.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - A square with side length 1 unit, called a unit square, is said to have one square unit of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
 - Measure areas by counting unit squares.
- Relate area to the operations of multiplication and addition.
 - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade Three Mathematics

Geometry

- Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Grade Three Social Studies

History

The student...

- Create and use timeline
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Conduct short research projects that build knowledge about a topic.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Locates credible information from a variety of sources
- Uses information to frame important historical questions
- Identifies and compares information from primary and secondary sources
- Evaluates events from multiple perspectives
- a report; record science observations

Civics / Government

- Seek opportunities and demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
- Demonstrate good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- Identify common problems or needs within your school or community and participate and persevere in problem solving.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-lead) with diverse partners on grade three topics and texts, building on others ideas and expressing their own clearly
- Follow agreed upon rules of discussions

Geography

- Read maps to analyze city locations for hemisphere (e.g., equator and Prime Meridian) and climate (e.g. tropic temperate or arctic)
- Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
- Read maps of your community to problem-solve
- Observe, explore and compare human and physical characteristics of your community
- Describe human characteristics of your community with another community
- Identify major bodies of land and water
- Distinguish between a globe and a map
- Demonstrate mental mapping skills

Economics

- Explain how location impacts supply and demand.
- Analyze costs and benefits of decisions in your community
- Evaluate the personal benefits of saving and spending, borrowing and lending
- Determine opportunity cost
- Solve problems and justify the decision

Grade Three Science

Motion and Stability: Forces and Interactions

The Student:

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.

From Molecules to Organisms: Structures and Processes

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

Ecosystems: Interactions, Energy, and Dynamics

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

Heredity: Inheritance and Variation of Traits

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.

Science and Technology

- identifies a simple design problem (designs a plan, implements the plan, evaluates the results, makes changes to improve the product, and communicates the results)
- will understand that the design process produces knowledge that can be used to solve a problem
- invents a product to solve problems
- works with others to solve problems
- develops an awareness that women and men of all ages, backgrounds, and ethnic groups engage in a variety of scientific and technological work
- investigates how scientists use tools to observe

Biological Evolution: Unity and Diversity

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Earth's Systems

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.

Earth and Human Activity

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