



# This year Third Grade Reading

- We are learning to understand the basic features of reading. We are learning to select letter patterns and to know how to translate them into spoken language by using phonics, syllabication, and word parts.
- We are learning to apply this knowledge to achieve fluent oral and silent reading.
- We are learning to recognize and use complex word families when we read (e.g., -ight) and to decode unfamiliar words.
- We are learning to decode regular multi-syllabic words.
- We are learning to read narrative and expository text out loud with fluency and accuracy using the right pacing, intonation, and expression.
- We are learning to use what we know about antonyms, synonyms, homophones, and homographs to figure out the meanings of words.
- We are learning to demonstrate our knowledge of levels of specificity among third-grade level words and we are learning to explain the importance of those relations (e.g., dog/mammal/animal/living things).
- We are learning to find the meaning of unknown words by figuring out how the sentence is being used, and by figuring out what the other words in the sentence mean.
- We are learning to use a dictionary to learn the meaning and other features of unknown words.
- We are learning to use what we know about prefixes and suffixes to figure out the meaning of words (e.g., un-, re-, pre-, bi-, mis-, dis-, -er, -est, -ful).
- We are learning to read and understand 3rd grade material (e.g., Recommended Readings in Literature, 3rd Grade; 3rd grade level texts).
- We are learning to use many comprehension strategies as we need them so that we can respond to essential questions, make predictions and to compare information from many sources.
- In grade three, we are making substantial progress toward the grade four goals which include annual reading of at least 500,000 words at 4th grade reading level.
- We are learning to use titles, tables of contents, chapter headings, glossaries, and indexes to find information in text.
- We are learning to ask questions and support answers by connecting prior knowledge with the information we find in and infer from the text.
- We are learning to demonstrate comprehension by identifying answers in the text.
- We are learning to recall major points in what we read and to make and modify our predictions about new information that we read.
- We are learning to see the difference between the main idea and supporting details when we read expository text.
- We are learning to extract appropriate and significant information from what we read, including problems and solutions.
- We are learning to follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).
- We are learning to read and respond to a wide variety of significant works of children's literature from the selections at the 3rd grade level from "Recommended Readings in Literature, Kindergarten Through Grade Eight".
- We are learning to tell the difference between structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).
- We are learning to tell the difference between common forms of literature such as poetry, drama, fiction, and nonfiction.
- We are learning to comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world.
- We are learning to find out what characters are like by what they say or do, and by how the author or illustrator portrays them.
- We are learning to figure out what the underlying theme or author's message is when we read fiction and nonfiction text.
- We are learning to recognize the similarities of sounds in words and rhythmic patterns such as alliteration, onomatopoeia, in what we read.
- We are learning to identify the speaker or narrator in a selection that we are reading.





# This year Third Grade Writing

- We are learning to write clear and understandable sentences and paragraphs that develop a central idea. Our writing shows that we consider the audience and purpose for our writing.
- We are learning to progress through the stages of the writing process (e.g., planning, drafting, editing, proofreading, publishing).
- We are learning how to organize and focus our writing by creating a single paragraph with a topic sentence and simple supporting facts and details.
- We are learning to write legibly in cursive or joined italic with proper margins and correct spacing between letters in a word and words in a sentence so that our writing can be easily read.
- We are learning to understand the structure and organization of a variety of reference materials including dictionaries, thesauruses, atlases, and encyclopedia.
- We are learning to revise drafts of our writing to improve the coherence and logical progression of our ideas by using an established rubric.
- We are learning to write compositions that describe and explain familiar objects, events and experiences. Our writing demonstrates a command of standard American English. Our writing demonstrates a command of the writing process.
- We are learning to write autobiographical or fictional narratives about a memorable incident which provide a context for the action that takes place; includes well-chosen details to develop the plot; and which provides insight into why the selected incident is memorable.
- We are learning to write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- We are learning to write personal and formal letters, thank-you notes, and invitations which include the proper form for each type.
- We are learning to write and speak with a command of standard English conventions appropriate for the third grade.
- We are learning to understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
- We are learning to identify subjects and verbs that are in agreement and to identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- We are learning to identify and use past, present, and future verb tenses properly in writing and speaking.
- We are learning to identify and use subjects and verbs correctly in speaking and writing simple sentences.
- We are learning to punctuate dates, city and state, and titles of books correctly.
- We are learning to use commas in dates, locations, and addresses and for items in a series.
- We are learning to capitalize geographical names, holidays, historical periods, and special events correctly.
- We can spell one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g. qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones correctly.
- We are learning to spell words correctly.
- We are learning to arrange words in alphabetic order.
- We are learning to listen critically and respond appropriately to oral communication. We are learning to speak in a manner that guides the listener to understand our important ideas by using proper phrasing, pitch, and modulation.

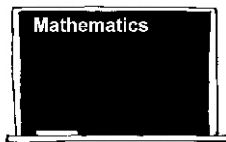




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- We are learning to retell, paraphrase, and explain what has been said by a speaker.
- We are learning to connect and relate prior experiences, insights, and ideas to those of a speaker.
- We are learning to respond to questions with appropriate elaboration.
- We are learning to identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).
- We are learning to organize ideas chronologically or around major points of information.
- We are learning to provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- We are learning to use clear and specific vocabulary to communicate ideas and to establish the tone.
- We are learning to clarify and enhance oral presentations through the use of appropriate props.
- We are learning to read prose and poetry aloud with fluency, rhythm, and place, using appropriate intonation and vocal patterns to emphasize the important passages of the text being read.
- We are learning to compare ideas and points of view expressed in broadcast and print media (e.g., what we see on T.V., hear on radio, read on the internet or in newspapers and magazines).
- We are learning to tell the difference between the speaker's opinions and verifiable facts.
- We are learning to deliver brief recitations and oral presentations about familiar experiences or interests that are organized around an understandable thesis statement.
- We are learning to speak with a command of standard American English and to speak using organizational and delivery strategies outlined in the Listening and Speaking Standard 1.0.
- We are learning to make brief narrative presentations that include the reason for our selection of an incident; insight into why the incident is memorable; and includes well-chosen details to develop the character, setting, and plot.
- We are learning to plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
- We are learning to make descriptive presentations that use concrete sensory details to explain and support unified impressions of people, places, things, or experiences.

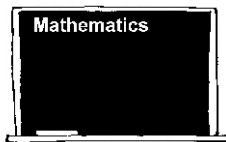




# This year Third Grade Math

- We are learning to choose and use appropriate units and measurement tools to quantify the properties of objects.
- We are learning to choose the appropriate tools and units (metric and U.S.) and to estimate and measure the length, liquid volume, and weight/mass of given objects.
- We are learning to estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
- We are learning to find the perimeter of a polygon with integer sides.
- We are learning to carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).
- We are learning to describe and compare the attributes of plane and solid geometric figures and use our understanding to show relationships and solve problems.
- We are learning to identify, describe, and classify polygons (including pentagons, hexagons, and octagons).
- We are learning to identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).
- We are learning to identify attributes of the quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
- We are learning to identify right angles in geometric figures or in appropriate objects and to figure out whether other angles are greater or less than a right angle.
- We are learning to identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
- We are learning to identify common solid objects that are the parts needed to make a more complex solid object.
- We are learning to conduct simple probability experiments by figuring out the number of possible outcomes and to make simple predictions.
- We are learning to identify whether common events are certain, likely, unlikely, or improbable.
- We are learning to record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
- We are learning to summarize and display the results of probability experiments in a clear and organized way (e.g., using a bar graph or a line plot).
- We are learning to use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).
- We are learning to make decisions about how to approach problems.
- We are learning to analyze problems by identifying relationships, understanding what information is needed and what is not needed; by putting information in the right order; and by observing patterns.
- We are learning to figure out when and how to break a problem into simpler parts to solve it.
- We are learning to use strategies, skills, and concepts in finding solutions to problems.
- We are learning to use estimation to verify the reasonableness of calculation problem results.
- We are learning to apply strategies and results from simpler problems to more complex problems.
- We are learning to use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain our mathematical reasoning.
- We are learning to express the solution clearly and logically when we solve problems using the appropriate mathematical notation and terms and clear language. We are learning to support our solutions with evidence verbally and in symbolic written work.
- We are learning to understand when an answer should be an estimate and when it should be an exact answer and how to arrive at the appropriate answer.
- We are learning to make precise calculations and to check whether the result is correct, based on what is really happening in the problem.
- We are learning to move beyond a particular problem by generalizing to other situations.
- We are learning to evaluate the reasonableness of a solution based on what is really happening in the problem.
- We are learning to note the way we solved the problem and to demonstrate that we understand the concept we used by solving similar problems.
- We are learning to develop generalizations of the results of our problems so that we can apply the results to other circumstances.





# This year Third Grade Math page 2

- By the end of grade three, we will deepen our understanding of place value and our understanding of and skill with addition, subtraction, multiplication, and division of whole numbers.
- We will learn to estimate, measure, and describe objects in space.
- We will learn to use patterns to help solve problems.
- We will learn to represent number relationships and to conduct simple probability experiments.
- We are learning to understand the place value of whole numbers:
- We are learning to count, read, and write whole numbers to 10,000.
- We are learning to compare and order whole numbers to 10,000.
- We are learning to identify place value for each digit in numbers to 10,000.
- We are learning to round off numbers to 10,000 to the nearest ten, hundred, and thousand.
- We are learning to use expanded notation to represent numbers (e.g.,  $3,206 = 3,000 + 200 + 6$ ).
- We are learning to calculate and solve problems involving addition, subtraction, multiplication, and division.
- We are learning to find the sum or difference of two whole numbers between 0 and 10,000.
- We are learning to memorize the multiplication tables for numbers between 1 and 10.
- We are learning to use the inverse relationship of multiplication and division to compute and check results.
- We are learning to solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).
- We are learning to solve division problems in which a multi-digit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).
- We are learning to understand the special properties of 0 and 1 in multiplication and division.
- We are learning to figure out the unit cost when given the total cost and number of units.
- We are learning to solve problems that require two or more operations involving multiplication and division.
- We are learning to understand the relationship between whole numbers, simple fractions, and decimals.
- We are learning how to compare fractions represented by drawings, math tools, or real objects to show equivalency.
- We are learning to add and subtract fractions of real objects (e.g.,  $1/2$  of a pizza is the same amount as  $2/4$  of same size pizza; show that  $3/8$  of the pizza is larger than  $1/4$  of the pizza).
- We are learning to add and subtract simple fractions (e.g., determine that  $1/8 + 3/8$  is the same as  $1/2$ ).
- We are learning to solve money problems involving addition, subtraction, multiplication, and division in decimal notation, and to multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
- We are learning to know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is  $1/2$  of a dollar, 75 cents is  $3/4$  of a dollar).
- We are learning to select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. We are learning to represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
- We are learning to solve problems involving numeric equations or inequalities.
- We are learning to select appropriate operational and relational symbols to make an expression true (e.g., if  $4 \underline{\quad} 3 = 12$ , what operational symbol goes in the blank?).
- We are learning to express simple unit conversions in symbolic form (e.g.,  $\underline{\quad}$  inches =  $\underline{\quad}$  feet  $\times 12$ ).
- We are learning to recognize and use the commutative and associative properties of multiplication (e.g., if  $5 \times 7 = 35$ , then what is  $7 \times 5$ ? If  $5 \times 7 \times 3 = 105$ , then what is  $7 \times 3 \times 5$ ?).
- We are learning to represent simple functional relationships.
- We are learning to solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
- We are learning to extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting 4s or by multiplying the number of horses by 4).

