



What a student knows or is able to do by the end of

3rd Grade

Reading

- 📖 Use strategies to determine unknown or multiple meanings of words and phrases. **(L.4)**
- 📖 Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). **(L.5)**
- 📖 Reads grade level text fluently and accurately (110-120 correct words per minute) with appropriate expression to support comprehension. **(RF.4)**
- 📖 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(RI.1)**
- 📖 Determine the main idea of a text; recount the key details and explain how they support the main idea. **(RI.2)**
- 📖 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **(RI.5)**
- 📖 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(RL.3)**

Speak, Listen, Vocabulary

- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **(SL.1)**
- 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. **(SL.4)**

Writing

- ✍ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **(L.1)**
- ✍ Use commas and quotation marks in dialogue. **(L.2)**
- ✍ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **(L.2)**
- ✍ Writes text-based opinion pieces on topics supporting a point of view with reasons and conclusion. **(W.1)**
- ✍ Writes informative explanatory text to examine a topic and convey ideas, clearly grouping related information into paragraphs. **(W.2)**
- ✍ Writes real or imagined narratives using descriptive details and clearly sequenced paragraphs. **(W.3)**
- ✍ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **(W.4)**
- ✍ Uses technology to produce and publish writing (including keyboarding skills). **(W.6)**
- ✍ Conduct short research projects that build knowledge about a topic. **(W.7)**
- ✍ Takes brief notes when gathering information from print, digital resources and personal experiences. **(W.8)**

Math

- ✎ Represents and solves problems involving multiplication. **(OA.3)**
- ✎ Represents and solves problems involving division. **(OA.3)**
- ✎ Demonstrates understanding of properties of multiplication and the relationship between multiplication and division. **(OA.5)**
- ✎ Fluently multiply within 100. **(OA.7)**
- ✎ Fluently divide within 100. **(OA.7)**
- ✎ Solves problems involving units of measurement including: mass, volume and time. **(MD.2 & MD.1)**
- ✎ Reads, interprets and solves problems using bar graphs, picture graphs and line plots. **(MD.3 & MD.4)**
- ✎ Demonstrates understanding of place value and performs multi-digit arithmetic within 1000. **(NBT.2)**
- ✎ Solve 2-step word problems using the four operations (+, -, x, /). **(OA.8)**
- ✎ Understands and solves problems involving area and perimeter. **(MD.5 & MD.8)**
- ✎ Uses geometric attributes to identify shapes, especially quadrilaterals. **(G.1)**
- ✎ Represents common fractions as equal parts of a whole using a model (i.e. number lines, fraction bars, circle/shape segments). **(NF.3c)**
- ✎ Compares two fractions and determines which is greater than, less than, or equal to. **(NF.3.d)**

Science Units (Content Knowledge and Science Inquiry Process)

- 🔍 What happens when nature loses its balance?
- 🔍 What is so amazing about plants?
- 🔍 What causes matter to change?
- 🔍 What forces can change earth?

Social Skills

- 👤 Follows behavior expectations.
- 👤 Cooperates and collaborates with peers.
- 👤 Listens and responds appropriately to directions.

Social Studies Units (Content Knowledge and Social Studies Inquiry: Questioning, Critical Thinking and Problem Solving)

- 🔍 How do people help each other?
- 🔍 What is the best way to get things done?
- 🔍 How can we preserve our traditions?
- 🔍 What tools can we use to achieve our goals?







Study Skills

- ✓ Actively participates in class.
- ✓ Perseveres with challenges.
- ✓ Completes work on time.
- ✓ Effective use of class time.
- ✓ Works independently.
- ✓ Strives to produce best work.

Music

- ♪ Sings songs in rounds.
- ♪ Reads and plays repeated rhythm patterns on an instrument.
- ♪ Plays a melody with right hand on keyboard.
- ♪ Plays one song on recorder.
- ♪ Participates safely, respectfully and responsibly.

P.E.

-  Throws
-  Catches
-  Strikes
-  Identifies changes in his/her body during moderate to vigorous exercise.
-  Demonstrates three different step patterns and combinations of movements into repeatable sequences.
-  Participates safely, respectfully and responsibly.

Third Grade “know by heart” words

along	feet	night	example	face
while	land	picture	heard	door
might	side	being	several	cut
next	without	study	change	done
sound	boy	second	answer	group
below	once	soon	room	true
saw	animal	story	sea	half
something	life	since	against	red
thought	enough	white	top	fish
both	took	ever	turned	plants
few	four	paper	learn	living
those	head	hard	point	black
always	above	near	city	eat
show	kind	sentence	play	short
large	began	better	toward	United
often	almost	best	five	States
together	live	across	himself	run
asked	page	during	usually	book
house	got	today	money	gave
don't	earth	however	seen	order
world	need	sure	didn't	open
going	far	knew	car	ground
want	hand	it's	morning	cold
school	high	try	I'm	really
important	year	told	body	table
until	mother	young	upon	remember
form	light	sun	family	tree
food	country	thing	later	course
keep	father	whole	turn	front
children	let	hear	move	American

space
inside
ago
sad

early
I'll
learned
brought

close
nothing
though
idea

before
lived
became
add