



Grade 3 Essential Standards

Department of Teaching and Learning

2010

3rd Grade Essential Standards and Curriculum Resources

Essential Standards are assessed via district wide common assessments, and reported biannually on the district report card.

Reading / Language Arts

Resources: DRA- Developmental Reading Assessment, Mondo-Bookshop, Pacific Learning Collections, Harcourt Brace – Signatures, Units of Study for Intermediate Writers, Zaner-Bloser Handwriting Style, DIBELSNext progress monitoring tools

The student will:

Word Recognition, Analysis, and Fluency

- Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression
- Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.

Vocabulary Expansion

- Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words.
- Use context and word structure to determine the meaning of unfamiliar words.

Comprehension

- Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
- Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.
- Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
- Retell, restate or summarize information orally, in writing, and through graphic organizers.
- Infer and identify main idea and determine relevant details in non-fiction text.
- Follow three-step written directions.

Literature

- Identify, describe and respond to literary elements of characterization, plot, setting and theme.
- Identify and determine the meanings of similes and metaphors.
- Critically read, and examine text to determine author's purpose.
- Respond to literature using ideas and details from the text to support reactions and make literary connections.

Types of Writing

- Write in a variety of modes to express meaning

Elements of Composition

- Use composing processes, including:
 - A. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus
 - B. drafting – organizing, supporting and putting ideas into sentences and paragraphs
 - C. revising – improving the quality of content, organization, sentence structure and word choice
 - D. editing – correcting errors in spelling and grammar
 - E. publishing – producing a document and sharing the writing with the audience.

Spelling, Grammar, and Usage

- Spell correctly one-syllable and two-syllable words that have blends, contractions and compounds.
- Apply punctuation conventions correctly in writing, including:
 - a. periods, question marks, exclamation points, commas in a series.
 - b. capitalization of proper nouns and sentence beginnings
 - c. abbreviations

Research

- Use grade-level appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet. (will be assessed via Social Studies research project)

Handwriting and Word Processing

- Begin to make the transition to cursive.

Math

Resource: Everyday Mathematics and Math from Many Cultures

The K-5 mathematics curriculum encompasses the use of Everyday Mathematics, a comprehensive program that is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum- attention to numeration and computation without neglecting geometry, data, and algebraic thinking.

Grade 3 Content Strands:

- **Fact Fluency:** Students will demonstrate fluency with subtraction facts
- **Number and Numeration:** Students will count patterns; place value; read, write and model whole numbers up to 1,000,000; fractions, decimals and integers.
- **Operations and Computation:** Students will possess automaticity with all addition and subtraction facts; extend multiplication and division facts to multi-digit problems; work with properties, operations with fractions and money; make reasonable estimates.
- **Data and Chance:** Students will collect, organize and display data using tables, charts, line plots, and graphs; explore concepts of chance.
- **Measurement and Reference Frames:** Students will measure lengths to nearest half inch and half centimeter; describe relationships among units of length and time; find areas of rectangles; find the perimeter of polygons; tell, show and write time to the nearest minute.
- **Geometry:** Students will explore 2- and 3-dimensional shapes and other geometric concepts
- **Patterns, Functions and Algebra:** Students will find patterns on the number grid; solve and complete variations of algebraic problems having two rules; explore relationships between addition and subtraction and between multiplication and division; use parentheses in writing number models; name missing parts of number models.

Social Studies

Resources: Harcourt Brace – Social Studies and National Geographic School Publishers

Students in grade 3 will study families in global communities, both past and present, and how geography and government influence the location, development and operation of communities throughout the world. Students will not only learn about Bloomington, but also compare and contrast locations and populations and governments of communities around the globe. Students will expand their geography skills by studying physical feature maps, and locating rivers and mountain ranges on continents as they are studied. The core ethical values of Respect, Responsibility, Integrity and Citizenship are integrated into and exemplified throughout the third grade curriculum.

United States/World History

- Students will compare family life in his or her community from earlier times and today.
- Students will compare family life in at least three distant places (around the world) and times (historical).

Geography

- Students will use an atlas to locate geographic information.
- Students will use cardinal and intermediate directions to locate places.
- Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.
- Students will name and locate physical features of the United States, including places about which they have read.
- Students will locate the continents and oceans on a map of the world and a globe.
- Students will locate major river systems and mountain ranges on continents studied.

Science

Resources: Full Option Science System (FOSS): Physics of Sound; Sun, Moon and Stars; Structures of Life; Matter and Energy (Light Investigation). Engineering is Elementary- Seeing Animal Sounds.

Third grade students will explore the nature of science and engineering, physical science, earth and space science, life science and health through a variety of science lessons and investigations, as well as integrated math and literature experiences. The main areas of study in grade 3 are sound, light; sun, moon and stars; and life structures. Health topics will focus on safety, community health resources, and making responsible decisions.

The student will:

Nature of Science and Engineering

- Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations.
- Understand that everybody can use evidence to learn about the natural world, identify patterns in nature, and develop tools.
- Recognize that the practice of science and/or engineering involves many different kinds of work and engages men and women of all ages and backgrounds.

Physical Science

- Explain the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch.
- Explain how shadows form and can change in various ways.
- Describe how light travels in a straight line until it is absorbed, redirected, reflected or allowed to pass through an object.

Earth and Space Science

- Observe and describe the daily and seasonal changes in the position of the sun and compare observations.
- Recognize the pattern of apparent changes in the moon's shape and position.
- Demonstrate how a large light source at a great distance looks like a small light that is much closer.
For example: Car headlights at a distance look small compared to when they are close.
- Recognize that the Earth is one of several planets that orbit the sun, and that the moon orbits the Earth.

Life Science

- Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.
- Give examples of likenesses between adults and offspring in plants and animals that can be inherited or acquired.
- Give examples of differences among individuals that can sometimes give an individual an advantage in survival and reproduction.

Health

Resources: Totally Awesome Health – Meeks Heit and Healthteacher.com

The Bloomington School District is committed to providing a comprehensive health curriculum for motivating and educating all learners to take active roles to achieve a healthy and balanced lifestyle that emphasizes responsibility, decision making, and promotes a strong self-image.

The student will:

- Describe how physical, social, and emotional environments influence personal health focusing on nutrition and physical activity.
- Demonstrate strategies to improve or maintain personal health

Music

Resource: Share the Music – McGraw Hill

The general goals of the Bloomington Music Program are valuing, producing, knowing and responding/judging music.

The student will:

- Read using rhythmic syllables and write and perform patterns including note values learned in previous grades with the addition of *four-sixteenth notes*
- Sing, play, identify and improvise simple melodies using pentatonic combinations of
 - ∞ Low Sol-Do
 - ∞ Low Sol-Low La-Do
 - ∞ Low Do- High Do
 - ∞ Octave
- Play rhythmic accompaniments on pitched and unpitched percussion instruments using:
 - ∞ crossover / arpeggiated bordun
 - ∞ bordun layered with ostinato
- In relation to questions and answers (consequent/antecedent musical phrases), perform and identify forms:
 - ∞ AA' BB'
 - ∞ abab'
- Demonstrate knowledge and application of grade appropriate music vocabulary and symbols
- Demonstrate core ethical values:
 - ∞ Use of personal space and moving safely through group space
 - ∞ Safely using instruments, care of personal recorder
 - ∞ Taking and missing turns during games and play parties
 - ∞ Listening to the others
 - ∞ Accepting others' ideas

Physical Education

Resources: Bloomington District Developed Materials, Presidential Fitness

The Bloomington Physical Education Program assures that our graduates possess the knowledge, skills, values, and behaviors which enable them to continue to pursue a variety of fitness enhancing activities throughout their lives.

The student will:

- demonstrate throwing and catching a small ball;
- demonstrate kicking a ball;
- perform continuous single bounce jumps using an individual jump rope;
- perform a forward roll;
- execute a chest pass with a basketball;
- strike a ball off a tee;
- perform a folk or square dance;
- stay on task (effort, cooperation, following directions);
- show respect for self, peers, adults and equipment;
- participate in a fitness plan;
- demonstrate overall fitness based on the Presidential Fitness test

Art

Resources: Art – McGraw Hill Portfolios – Barrett Kendall

The goal of discipline-based art instruction is to establish district-wide programs of regular instruction on art that lead to knowledge about art, understanding of its production, and appreciation of the aesthetic properties of art and other objects.

Art History and Culture

- Artist - David Hockney
- Subjects - landscapes, Australian animals
- Style - contemporary, indigenous
- Culture - Australian Aboriginal

Art Criticism

- Description
- Analysis
- Interpretation
- Decision/Judgment

Aesthetic Perception

Develop an understanding and appreciation for art by participating, viewing and discussing.