DailiesSchool

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3rd Grade Curriculum

3rd Grade Table of Contents

Welcome to 3rd Grade! Keep reading to see what your student(s) will learn this year.

3rd Grade: Quarter 1 Overview

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

In math, students will practice using properties of operations to solve word problems, fluently add and subtract within 1000, practice telling time by writing time to the nearest minute, drawing bar graphs, and using data from the graphs to solve problems.

To practice reading comprehension, students will effectively engage in discussions on 3rd grade level texts to build on others' ideas and express their own ideas clearly. They will follow set rules during the discussion and confidently ask and answer questions about the text.

As part of foundational reading, students will practice accurately pronouncing and spelling 3rd grade level words. They will understand the function of different parts of speech and be able to use them correctly.

In writing, students will demonstrate their understanding of proper English grammar by producing simple, compound, and complex sentences, use appropriate punctuation, and will consult reference materials to check and correct spelling.

Students will use a map to find their location and the location of the northeastern states in social studies. They will understand the importance of government in schools, towns, and cities.
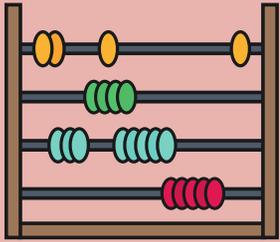
For science, students will plan and conduct investigations to explore the properties of how objects move and interact with each other.

For SEL, students will develop skills in self-management, self-awareness, social awareness, and responsible decision making.

3rd Grade: Quarter 1 Standards

Math

Students will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction.

3.NBT.A.2

Students will apply properties of operations as strategies to multiply and divide.

3.OA.B.5

Students will multiply one-digit whole numbers by multiples of 10 between 10 and 90 using strategies based on place value and properties of operations.

3.NBT.A.3

Students will identify arithmetic patterns and explain them using properties of operations.

3.OA.D.9

Students will tell and write time to the nearest minute and measure time intervals in minutes. They will solve word problems involving addition and subtraction of time intervals in minutes.

3.MD.A.1

Students will solve two-step word problems using operations. They will represent these problems using equations with a letter standing for the unknown quantity.

3.OA.D.8

Students will draw a picture graph and bar graph to represent a data set with several categories. They will solve "how many more" and "how many less" problems using information presented in the graphs.

3.MD.B.3

Students will use their understanding of place value to round whole numbers to the nearest 10 or 100.

3.NBT.A.1

Students will explain their own ideas and understanding during discussions.

SL.3.1.D

Reading Comprehension

Students will ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.3

Students will engage effectively in a range of collaborative discussions with diverse partners on grade level appropriate topics and texts to build on others' ideas and express their own clearly.

SL.3.1

Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL.3.6

Students will come to discussions prepared, having read or studied the required material. They will draw on their preparation to explore ideas under discussion.

SL.3.1.A

Students will refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. They will describe how each successive part builds on earlier sections.

RL.3.5

Students will follow rules for discussions including gaining the floor in respectful ways and listening to others with care.

SL.3.1.B

Students will distinguish their own point of view from that of the narrator or those of the characters.

RL.3.6

Students will explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RL.3.7

Students will apply knowledge of letter-sound relationships and letter patterns to pronounce multi-syllable words.

RF.3.3.C

Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.3.5

Students will read 3rd grade level irregularly spelled words.

RF.3.3.D

Students will distinguish between the literal and nonliteral meanings of words and phrases in context.

L.3.5.A

Students will read with sufficient accuracy and fluency to support comprehension.

RF.3.4

Foundational Reading

Students will read 3rd grade level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.3.4.B

Students will apply 3rd grade level phonics and word analysis skills in word pronunciation.

RF.3.3

Students will explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.

L.3.1.A

Students will form and use regular and irregular plural nouns. **L.3.1.B**	 **Writing**
Students will use abstract nouns (e.g., childhood). **L.3.1.C**	Students will demonstrate understanding of standard English grammar and usage when writing or speaking. **L.3.1**
Students will form and use regular and irregular verbs. **L.3.1.D**	Students will produce simple, compound, and complex sentences. **L.3.1.I**
Students will distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected). **L.3.5.C**	Students will demonstrate understanding of standard English capitalization, punctuation, and spelling when writing. **L.3.2**
Students will create engaging audio recordings to stories or poems that demonstrate fluid reading at an understandable pace. They will add visual displays when appropriate to emphasize certain details. **SL.3.5**	Students will capitalize appropriate words in titles. **L.3.2.A**

Students will use commas and quotation marks in dialogue.

L.3.2.C

Students will choose words and phrases for effect.

L.3.3.A

Students will form and use possessives.

L.3.2.D

Students will recognize and observe differences between the conventions of spoken and written standard English.

L.3.3.B

Students will use spelling patterns and generalizations when writing words.

L.3.2.F

Students will develop a topic with facts, definitions, and details.

W.3.2.B

Students will consult reference materials as needed to check and correct spellings.

L.3.2.G

Students will produce writing in which the development and organization are appropriate to task and purpose.

W.3.4

Students will use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3

Students will develop and strengthen their writing as needed by planning, revising, and editing with guidance and support from adults and peers.

W.3.5

Students will use technology to produce and publish writing and collaborate with others with guidance and support from adults.

W.3.6

Students will research the demographic origins of a town or city. They will explain that before the mid-19th century, most of the settlers were Native American, Northern European, or of African descent.

3.T1.2

Students will recall information from experiences or gather information from print and digital sources. They will take brief notes on sources and sort evidence into provided categories.

W.3.8

Students will explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized, and how people participate in and contribute to their communities.

3.T1.3

Students will write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.

W.3.10

Students will understand that classroom and school governments provide a way for students to participate in making decisions about school activities and rules.

3.T1.3.A

Social Studies

Students will understand that city and town governments provide a way for people to participate in making decisions about spending funds, protecting rights, and protecting the community.

3.T1.3.B

Students will use cardinal directions, map scales, legends, and titles to locate and describe the city or town where they are located, its geographic features, historic landmarks, and their significance.

3.T1.1

Students will understand that communities have either a city or town form of government.

3.T1.3.C

Students will understand that people can participate in and influence their local government by responding to local issues, voting, running for office, or serving on boards or committees.

3.T1.3.D

Students will explain the diversity of Native Peoples, present and past, in the New England region.

3.T2.3

Students will understand that people can volunteer in the community.

3.T1.3.E

Science

Students will understand that people who own property in a town contribute to community services by paying taxes which fund services like schools, libraries, or street maintenance.

3.T1.3.F

Students will plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-1

Students will use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features such as rivers, bays, and mountain ranges.

3.T2.1

Students will understand that each force acts on one particular object and has both strength and direction.

PS2.A.1

Students will locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).

3.T2.2

Students will understand that objects in contact exert forces on each other.

PS2.B.1

Students will make observations and measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-2,PS2.A.2

Students will build skills to organize and prioritize their work.

3.SM.3

Students will ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-3, PS2.B.2

Students will develop social awareness by respecting their school and understanding that everyone sees things differently.

3.SOA.2,3

Students will define a simple design problem that can be solved by applying scientific ideas about magnets.

3-PS2-4

Students will understand what it means to have strong friendships.

3.RS.1

Social Emotional Learning

Students will build self-awareness skills by gaining confidence to succeed in a new situation.

3.SA.5

Students will develop self-management skills by setting rules and goals to keep themselves motivated.

3.SM.1,2

Students will evaluate their day to build responsible decision making skills.

3.RDM.5

3rd Grade: Quarter 2 Overview

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL

In math, students will use a ruler to produce data by measuring objects, find the area of a rectangle by using square units, and practice multiplication and division to solve real world and mathematical problems.

To practice reading comprehension, students will demonstrate their understanding of a text by recounting stories, determining the central message of the story, ask questions to check their understanding of the text, and offer appropriate elaboration.

As part of foundational reading, students will demonstrate their understanding of a word by identifying the meaning of common prefixes and suffixes, using regular and irregular verbs, and using the root word to determine the meaning of a new word.

Students will write narratives to develop their writing skills. They will tell a story or recount an experience by providing appropriate detail, introducing characters, using dialogue, and providing a conclusion.

In social studies, students will recognize native groups from the New England region, use a map to trace the voyages of European settlers, and explain who the pilgrims were.

For science, students will investigate inherited traits that make organisms unique and help them survive.

For SEL, students will recognize strategies to help them cope in difficult situations, develop relationship skills to help them work as a team, and build social awareness.

3rd Grade: Quarter 2 Standards

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL
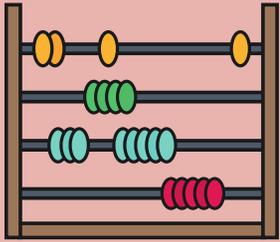
Math

Students will recognize a plane figure covered without gaps or overlaps by x unit squares is said to have an area of x square units.

3.MD.C.5.B

Student will produce data by measuring lengths of objects with rulers. They will show data using a line plot.

3.MD.B.4

Students will measure areas by counting unit squares.

3.MD.C.6

Students will recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.C.5

Students will relate area to the operations of multiplication and addition.

3.MD.C.7

Students will recognize that a square with a side length of 1 unit is called a unit square, is said to have one square unit of area, and can be used to measure area.

3.MD.C.5.A

Students will find the area of a rectangle with whole-number side lengths by tiling it and showing that the area is the same as it would be if found by multiplying the side lengths.

3.MD.C.7.A

Students will multiply side lengths to find areas of rectangles with whole-number sides to solve real world and mathematical problems.

3.MD.C.7.B

Students will interpret whole-number quotients of whole numbers (e.g., describe a context in which the number of shares or groups can be expressed as 56 ÷ 8).

3.OA.A.2

Students will use tiles to show the area of a rectangle with whole-number side lengths. They will use area models to represent the distributive property in mathematical reasoning.

3.MD.C.7.C

Students will use multiplication and division within 100 to solve word problems in situations involving equal groups.

3.OA.A.3

Students will find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts to solve real world problems.

3.MD.7.D

Students will determine the unknown whole number in a multiplication or division equation relating three numbers (e.g., 8 x ? = 48).

3.OA.A.4

Students will solve real world and mathematical problems involving perimeters of polygons.

3.MD.D.8

Students will apply properties of operations as strategies to multiply and divide.

3.OA.B.5

Students will interpret products of whole numbers (e.g., describe a context in which the total number of objects can be expressed as 5 x 7).

3.OA.A.1

Students will understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8).

3.OA.B.6

Students will fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations.

3.OA.C.7

Students will recount stories, determine the central message or moral, and explain how it is conveyed through key details in the text.

RL.3.2

Students will identify arithmetic patterns and explain them using properties of operations.

3.OA.D.9

Students will read and comprehend literature including stories, dramas, and poetry at the high end of grades 2-3 text complexity independently and proficiently.

RL.3.10

Students will multiply one-digit whole numbers by multiples of 10 between 10 and 90 using strategies based on place value and properties of operations.

3.NBT.A.3

Students will ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.C

Reading Comprehension

Students will ask and answer questions about information from the speaker, offering appropriate elaboration and detail.

SL.3.3

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

RL.3.1

Did You Know?

Reading is like exercise for the brain! When your child reads daily, they strengthen their brain activity so they can develop analytical thinking skills and stimulate memory!

Foundational Reading

Students will ensure subject-verb (e.g., the dog is/ the dogs are) and pronoun-antecedent agreement (e.g., she finished her assignment / he finished his assignment).

L.3.1.F

Students will identify and understand the meaning of the most common prefixes and suffixes.

RF.3.3.A

Students will determine the meaning of the new word formed when a known affix is added to a word (e.g., agreeable/disagreeable).

L.3.4.B

Students will apply their knowledge of letter-sound relationships to pronounce words with common Latin suffixes.

RF.3.3.B

Students will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).

L.3.4.C

Students will form and use regular and irregular verbs.

L.3.1.D

Writing

Students will form and use simple verb tenses (e.g., I walked/ I walk/ I will walk).

L.3.1.E

Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3

Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. They will speak clearly and at an understandable pace.

SL.3.4

Students will establish a situation and introduce a narrator and characters. They will organize an event sequence that unfolds naturally.

W.3.3.A

Students will recognize the names of at least three native groups in the New England region.

3.T2.3.A

Students will use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters in a situation.

W.3.3.B

Students will recognize the locations of tribal territories in the New England region.

3.T2.3.B

Students will use temporal words and phrases to signal event order.

W.3.3.C

Students will recognize physical features and their influence on the locations of traditional settlements in the New England region.

3.T2.3.C

Students will provide a sense of closure to their narrative.

W.3.3.D

Students will describe the contributions of a tribal group from the New England region such as language, literature, arts, or trade.

3.T2.3.D

Students will locate North America, the Atlantic Ocean, and Europe on a Map. They will explain how Native Peoples first came into contact with Europeans and explain why Europeans sailed westward across the Atlantic.

3.T3.1

Students will trace the voyages of European explorers of the Northeast coast of North America on a map.

3.T3.2

Students will develop models to describe the unique and diverse life cycles of organisms and what they have in common such as birth, growth, reproduction, and death.

3-LS1-1

Students will explain how explorers described the Native Peoples and the new lands. They will compare an early 17th century map of New England with a current one.

3.T3.3

Students will understand that reproduction is essential to the continued existence of every organism.

LS1.B

Students will explain who Pilgrims were and why they left Europe to seek a place where they would have the right to practice their religion, describe their journey, and analyze their relationships with the Native Peoples.

3.T4.1

Students will construct an argument that some animals form groups that help members survive. Being a member of a group helps them obtain food, defend themselves, and adapt.

3-LS2-1, LS2.D

Students will understand the purpose of the Mayflower Compact and the principle of self-government.

3.T4.1.A

Students will analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.

3-LS3-1, LS3.A.1

Students will understand that different organisms vary in appearance and function because they inherit different genetic information.

LS3.B.1

Students will use evidence to support the explanation that traits can be influenced by the environment.
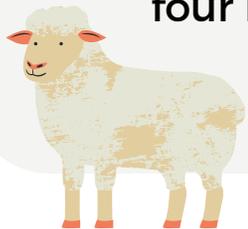
3-LS3.2

Students will recognize that characteristics resulting from interactions with the environment can range from diet to learning and that many characteristics involve both inheritance and interactions with the environment.   **LS3.A.2, B.2**

Social Emotional Learning

Students will recognize strategies to improve their schoolwork and what do to in an emergency situation.

3.MS.1,3

Students will develop responsible decision making skills by recognizing what their responsibilities are.

3.RDM.1

Students will develop strategies to manage stress, cope with feelings of anger, and persevere during difficult times.

3.SM.4, 3.SA.1, 3.SA.4

Dailies Activity

Encourage your child(ren) to explore inherited traits and heredity by having them group their stuffed animals by characteristics they have in common! For example, which animals have four legs? Which have wings?

Students will build teamwork skills and learn about different cultures to develop relationship skills and social awareness.

3.RS.2, 3.SOA.4

3rd Grade: Quarter 3 Overview

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

In math, students will practice geometry skills by recognizing different shapes and their similarities, they will continue practicing multiplication and division, and rounding numbers to the nearest 10 or 100.

For reading comprehension, students will demonstrate their understanding of a text by asking and answering questions about the text, determine the main idea, and describing the relationship between a series of events.
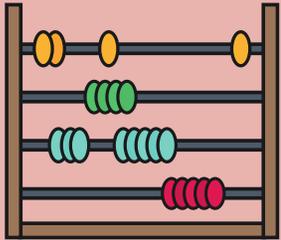
To practice foundational reading, students will use context to confirm the meaning of a word, determine the meaning of multiple-meaning words, and reference glossaries or dictionaries to determine or clarify the meaning of a word or phrase.

Students will author informative/explanatory texts to practice writing. They will convey ideas and information clearly, link words and phrases to connect ideas, and conduct short research projects to build their knowledge on a particular topic.

In social studies, students will explore challenges faced by the pilgrims and events that led to a celebration of giving thanks for the harvest.

For science, students will investigate fossils of organisms that no longer exist on Earth, adaptations that help animals survive, and begin exploring weather and climate.

For SEL, students will explore motivation, recognize that the world is bigger than them, and learn how to cope when they don't like the mood they are in.

3rd Grade: Quarter 3 Standards

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

Math

Students will interpret whole-number quotients of whole numbers (e.g., describe a context in which the number of shares or groups can be expressed as 56 ÷ 8).

3.OA.A.2

Students will understand that shapes in different categories may share similar characteristics. They will recognize shapes such as rhombuses, rectangles, and squares as examples of quadrilaterals.

3.GA.1

Students will use multiplication and division within 100 to solve word problems in situations involving equal groups.

3.OA.A.3

Students will partition shapes into equal parts and express the area of each part as a unit fraction of the whole.

3.GA.2

Students will determine the unknown whole number in a multiplication or division equation relating three numbers (e.g., 8 x ? = 48).

3.OA.A.4

Students will interpret products of whole numbers (e.g., describe a context in which the total number of objects can be expressed as 5 x 7).

3.OA.A.1

Students will apply properties of operations as strategies to multiply and divide.

3.OA.B.5

Students will understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8).

3.OA.B.6

Reading Comprehension

Students will fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations.

3.OA.C.7

Students will ask and answer questions to demonstrate their understanding of a text, referring explicitly to the text as the basis for answers.

RI.3.1

Students will identify arithmetic patterns and explain them using properties of operations.

3.OA.D.9

Students will determine the main idea of a text by recounting key details and explaining how they support the main idea.

RI.3.2

Students will use their understanding of place value to round whole numbers to the nearest 10 or 100

3.NBT.A.1

Students will describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

RI.3.3

Students will multiply one-digit whole numbers by multiples of 10 between 10 and 90 using strategies based on place value and properties of operations.

3.NBT.A.3

Students will use text features and search tools such as key words, sidebars, or hyperlinks to locate information relevant to a given topic.

RI.3.5

Students will use information gained from illustrations and words in a text to demonstrate their understanding of the text.

RI.3.7

Foundational Reading

Students will describe the logical connection between particular sentences and paragraphs in a text.

RI.3.8

Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.3.4.C

Students will read and comprehend informational texts such as history/social studies, science, and technical texts at the high ends of grades 2-3 complexity independently and proficiently.

RI.3.10

Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content.

L.3.4

Students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats

SL.3.2

Students will use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.A

"What we have to learn to do, we learn by doing."

– Aristotle

Students will use glossaries or dictionaries to determine or clarify the meaning of key words and phrases.

L.3.4.D

Students will form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

L.3.1.G

Students will introduce a topic, group related information together, and include illustrations when useful to aiding comprehension.

W.3.2.A

Students will identify real-life connections between words and their uses.

L.3.5.B

Students will develop the topic with facts, definitions, and details.

W.3.2.B

Students will use coordinating (e.g., and, but, or) and subordinating (e.g., although, because) conjunctions.

L.3.1.H

Students will use linking words and phrases (e.g., also, another, and) to connect ideas within categories of information.

W.3.2.C

Writing

Students will provide a conclusion to their informative/explanatory text.

W.3.2.D

Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2

Students will conduct short research projects that build knowledge about a topic.

W.3.7

Students will use conventional spelling for high-frequency and for adding suffixes to base words.

L.3.2.E

Social Studies

Students will explain why Puritans migrated to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for Native Peoples.

3.T5.2

Students will use visual sources such as paintings or artifacts to analyze the details of daily life of the Puritans.

3.T5.3

Students will describe challenges faced by the pilgrims in their new home such as building shelters, starting farms, becoming accustomed to a new environment, and maintaining their faith.

3.T4.1.B

Students will explain that in the 17th and 18th centuries, slavery was legal in the colonies and colonial Massachusetts had both free and enslaved Africans in its population.

3.T5.4

Students will recognize events leading up to a celebration for giving thanks for the harvest and subsequent relationships between Europeans and Native Peoples.

3.T4.1.C

Students will explain the importance of maritime commerce and the practice of bartering - exchanging goods or services without payment in money.

3.T5.5

Students will compare and contrast the roles and leadership decisions of early English leaders of the Puritans and the Pilgrims.

3.T5.1

Students will explain the importance of the fishing and shipbuilding industries.

3.T5.5.A

Science

Students will construct an argument with evidence that some organisms can survive well in a particular habitat while some cannot survive at all.

LS4-3, LS4.C

Students will analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-1

Students will 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.

3-LS4-4

Students will recognize that some types of plants and animals that once lived on Earth can no longer be found.

LS4.A.1

Students will recognize that organisms live in a variety of habitats and that changes in those habitats affect the organisms living there.

LS4.D

Students will recognize that fossils provide evidence about the types of organisms that lived long ago and what their environments were like.

LS4.A.2

Students will recognize that when the physical characteristics, temperature, or availability of resources change in an environment, some organisms survive, some move to other locations, and some die.

LS2.C

Students will use evidence to construct an explanation for how variations in characteristics among individuals of the same species provides advantages in surviving and reproducing.

3-LS4-2, LS4.B

Students will represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-1

Students will describe how scientists record patterns of weather across different times and areas so that they can make predictions about what kind of weather might occur.

ESS2.D.1

Social Emotional Learning

Students will obtain and combine information to describe climates in different regions of the world.

3-ESS2-2

Students will build self-awareness skills by gaining strategies to overcome weaknesses and value self confidence.

3.SA.2,3

Students will understand that climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over years.

ESS2.D.2

Students will explore motivation.

3.SM.6

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

3-ESS3-1

Students will recognize that the world is bigger than them and develop responsible decision making skills by reflecting with others.

3.SOA.5, 3.RDM.6

Students will recognize that a variety of natural hazards result from natural processes. They will understand that humans cannot eliminate natural hazards but can take steps to reduce their impacts.

ESS3.B

Students will learn how to cope when they don't like the mood they are in, learn the difference between what they can and cannot control, and learn the meaning of integrity.

3.MS.4,5,7

3rd Grade: Quarter 4 Overview

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL

In math, students will continue to practice multiplication and division. They will also explore fractions by representing fractions on a number line, recognize and generate equal fractions, and express whole numbers as fractions.

For reading comprehension, students will demonstrate their understanding of a text by determining the meaning of 3rd grade level words and phrases in a text, distinguishing their own point of view from the authors, and comparing and contrasting details in two texts.

To practice foundational reading, students will read 3rd grade level text with purpose and understanding.

Students will author opinion pieces to practice writing by introducing the topic, stating their opinion, creating organizational structure to list reasons that support their opinion, and provide a conclusion.

In social studies, students will explore events leading up to and during the American Revolution. They will also recognize the Constitution as the oldest functioning constitution in the world.
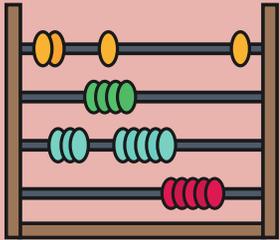
Science will be all about exploring engineering. Students will define a simple design problem reflecting a need or want, communicate their solutions with peers, and carry out tests.

For SEL, students will gain strategies to solve conflict by building confidence in assertiveness, thinking through situations, listening to others, and learning different ways to communicate.

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

Math

Students will determine the unknown whole number in a multiplication or division equation relating three numbers (e.g., 8 x ? = 48).

3.OA.A.4

Students will interpret products of whole numbers (e.g., describe a context in which the total number of objects can be expressed as 5 x 7).

3.OA.A.1

Students will apply properties of operations as strategies to multiply and divide.

3.OA.B.5

Students will interpret whole-number quotients of whole numbers (e.g., describe a context in which the number of shares or groups can be expressed as 56 ÷ 8).

3.OA.A.2

Students will understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8).

3.OA.B.6

Students will use multiplication and division within 100 to solve word problems in situations involving equal groups.

3.OA.A.3

Students will fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations.

3.OA.C.7

Students will identify arithmetic patterns and explain them using properties of operations.

3.OA.D.9

Students will represent a fraction on a number line diagram by marking off lengths from 0. They will recognize that the resulting intervals endpoint locates the number on the number line.

3.NF.A.2.B

Students will multiply one-digit whole numbers by multiples of 10 between 10 and 90 using strategies based on place value and properties of operations.

3.NBT.A.3

Students will explain equivalence of fractions in special cases and compare fractions by analyzing their size.

3.NF.A.3

Students will understand a fraction as the quantity of a part when a whole is partitioned into equal parts.

3.NF.A.1

Students will understand that two fractions are equal if they are the same size or on the same point on a number line.

3.NF.A.3.A

Students will understand a fraction as a number on the number line and will represent fractions on a number line diagram.

3.NF.A.2

Students will recognize and generate simple equal fractions and explain why the fractions are equal.

3.NF.3.B

Students will represent a fraction on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into equal parts.

3.NF.2.A

Students will express whole numbers as fractions and recognize fractions that are equal to whole numbers.

3.NF.A.3.C

Students will compare two fractions with the same numerator or the same denominator by analyzing their size. They will recognize that comparisons are only valid when two fractions refer to the same whole.

3.NF.3.C

Students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

RL.3.9

Reading Comprehension

Foundational Reading

Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to third grade topics or subject areas.

RI.3.4

Students will read third grade level text with purpose and understanding.

RF.3.4.A

Students will distinguish their own point of view from that of the author of a text.

RI.3.6

Writing

Students will compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.9

Students will write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1

Students will introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.A

Students will provide reasons that support their opinion.

W.3.1.B

Students will describe trans-Atlantic and Caribbean trade, focusing on the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor.

3.T5.5.B

Students will use linking words and phrases (e.g., because, therefore, since) to connect their opinion and reasons.

W.3.1.C

Students will describe the development of seaport cities including New Bedford, Newburyport, Gloucester, Salem, and Boston.

3.T5.5.C

Students will provide a concluding statement or section.

W.3.1.D

Students will use a historical map to explain the extent of the Province of Massachusetts in the 17th and 18th centuries. They will give reasons for the growth of towns and cities in Massachusetts in the 1700s.

3.T6.1

Dailies Activity

In your child's opinion, what is the best meal to eat for dinner? What reasons can they give to support their opinion?

Students will analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution.

3.T6.2

Students will describe the Boston Massacre including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams.

3.T6.2.A

Students will describe the Boston Tea party as a political protest against taxes on tea by patriots who called themselves the Sons of Liberty.

3.T6.2.B

Students will describe the Intolerable Acts as laws passed by the British Parliament as a result of the Boston Tea Party designed to punish colonists.

3.T6.2.C

Students will describe the First Continental Congress, a meeting of representatives from the 13 colonies in response to the Intolerable Acts.

3.T6.2.D

Students will describe the beginning of the Revolution at Lexington and Concord, the Battle of Bunker Hill, and the roles of Revolutionary leaders.

3.T6.2.E

Students will describe the roles of Native Peoples and African Americans during the American Revolution.

3.T6.2.F

Students will describe the roles of women in keeping households and farms, providing education for children, and boycotting English goods during the American Revolution.

3.T6.2.G

Students will analyze how denial of justice led to the colonists declaring independence and what the words of the Declaration of Independence say about what its writers believed.

3.T6.3

Students will explain how the leaders of the new United States had to write a plan for how to govern the nation and that this plan is called the Constitution.

3.T6.4

Students will explain that states and nations have to have plans for a government. They will recognize that the Constitution of Massachusetts is the oldest functioning constitution in the world.

3.T6.5

Science

Students will communicate their proposed solutions with peers. They will recognize that this communication is an important part of the design process and that shared ideas can lead to improved designs.

ETS1.B.2

Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and contraints on materials, time, or cost.

3-5 ETS1-1

Students will plan and carry out tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

3-5 ETS1-3

Students will understand that possible solutions to a problem are limited by available materials and resources and that the success of a design solution is determined by considering the desired features of a solution.

ETS1.A

Students will recognize that tests are often designed to identify failure points or difficulties which suggest elements of the design that need to be improved.

ETS1.B.3

Students will generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5 ETS1-2

Students will recognize that different solutions need to be tested in order to determine which solution best solves the problem given the criteria and constraints.

ETS1.C

Students will recognize that research should be carried out before beginning to design a solution to a problem and that testing a solution involves investigating how well it performs under a variety of conditions.

ETS1.B.1

"Scientists investigate that which already is; Engineers create that which has never been."

– Albert Einstein

Social Emotional Learning

Students will brainstorm solutions to problems, recognize what caused a problem, and break down situations to develop responsible decision making skills.

3.RDM.2–4

Students will explore assertiveness and bullying to gain strategies for solving conflict.

3.MS.2, 3.RS.3

Students will learn to lose respectfully.

3.MS.6

Students will build self-management skills by thinking through situations independently.

3.SM.5

Did You Know?

There are 5 categories for Social and Emotional Learning:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Students will develop social awareness skills by recognizing the benefits of listening to others.

3.SOA.1

Students will learn different ways to communicate.

3.RS.4