

---

---

Grade 3 Table of Contents

---

---

English Language Arts Special License Rights .....	i
English Language Arts .....	1
Mathematics .....	14
Science .....	18
Social Studies .....	21
Health Education .....	24
Physical Education .....	26
Visual Arts .....	28
Music Education .....	30

## Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

### SPECIAL LICENSE RIGHTS

The Government's rights to use, modify, reproduce, release, perform, display, or disclose this work is restricted by Contract No. MDA410-03-0050, License No. NS-1. Any reproduction of this work or portions thereof marked with this legend must also reproduce the markings.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission of the National Center on Education and the Economy and the U.S. Department of Defense Education Activity. These materials are a derivative work of, but are not certified as equivalent to, the New Standards® Performance Standards, © 1997 the National Center on Education and the Economy and the University of Pittsburgh, and the New Standards® Primary Literary Standards, © 1999 the National Center on Education and the Economy and the University of Pittsburgh.

Strand:

**E1 Reading**

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

**E1a: Print-Sound Code**

In third grade, students' decoding of the print-sound code should become automatic across the whole span of language. Throughout third grade they should continue to learn about words—roots, inflections, suffixes, prefixes, homophones and word families—as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using their knowledge of word structures.

Components:

**E1a.1: Knowledge of Letters and Their Sounds:**

- No equivalent component at this grade level.

**E1a.2: Phonemic Awareness:**

- No equivalent component at this grade level.

**E1a.3: Reading Words:**

- No equivalent component at this grade level.

Standard:

**E1b: Getting the Meaning**

The ultimate goal of reading is understanding the meaning of written language. But getting the meaning is a complex task that doesn't just happen by reading individual words. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Component:

**E1b.1: Accuracy**

By the end of the year, we expect third grade students to:

- read aloud unfamiliar Level O books with ninety percent or better accuracy of word recognition (self-correction allowed).

Component:

**E1b.2: Fluency**

Third grade fluency is displayed mainly in the more mature texts they are able to read easily. By the end of the year, we expect third grade students to:

- independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;
- easily read words with irregularly spelled suffixes (for example, -ous, -ion, -ive);
- use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and
- use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.

Component:

**E1b.3: Self-Monitoring and Self-Correcting Strategies**

In third grade, children are deepening their self-monitoring strategies and

are beginning to analyze the author’s strategy as a way of figuring out what a passage means. They use these strategies most overtly when they read challenging texts that require them to stretch beyond their range for accuracy and fluency. By the end of the year, we expect third grade students to:

- monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;
- use their ear for syntax to help figure out the meaning of new words;
- infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;
- analyze the relations among different parts of a text; and
- raise questions about what the author was trying to say and use the text to help answer the questions.

Component:

**E1b.4: Comprehension**

Third-grade books are more complex than second-grade books. They often have chapters and cannot be read in one day. There frequently are subplots as well as plots. Characters develop, there is more detail and figurative language is used. So it is more difficult to summarize the more complicated story. The conceptual content of texts, and children’s background knowledge in relation to that content, starts to become important at this stage.

By the end of the year, we expect third grade students to continue to demonstrate the comprehension capabilities they used in second grade. In addition, we expect them to:

- capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;
- cite important details from a text;
- compare one text to another text they have read or heard; and
- discuss why an author might have chosen particular words.

In addition, when engaging with narratives (whether fiction or nonfiction), we expect third graders to:

- say how a story relates to something in real-life experience;
- explain the motives of characters; and
- discuss plot and setting.

Further, when they read informational texts, we expect third-graders to:

- use the structure of informational text to retrieve information;
- analyze the causes, motivations, sequences and results of events;
- understand the concepts and relationships described;
- use reasoning and information from within and outside the text to examine arguments; and
- describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge.

Finally, we expect third graders to be able to:

- follow instructions or directions they encounter in the more complicated functional texts they now are reading.

Standard:

**E1c: Reading Habits**

At third grade, children can do most of their reading on their own. But being read to is still important for a variety of reasons—for example, it exposes children to the rhythms and patterns of written language read aloud and to examples of language that may be different (for example,

more literary) than what children typically choose for their independent reading. A read-aloud is also an important occasion for deep discussion of books.

As children's reading matures, learning how to read is only part of the literacy picture. By third grade students should begin to study literature for its own sake, not simply because it helps them learn to read (although it also does that). Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. For these reasons, our third grade standards set forth specific expectations for literature.

Component:

**E1c.1: Reading a Lot**

The reading habits we expect to see in third grade are similar to those we expect to see in second, but they are more rigorous because the texts students encounter are increasingly complex. Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. By the end of the year, we expect third grade students to:

- read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult;
- read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays;
- read multiple books by the same author and be able to identify differences and similarities among them;
- reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display; read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school;
- listen to and discuss at least one chapter read to them every day; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Component:

**E1c.2: Literature**

By third grade, students should recognize and be able to evaluate and discuss literary qualities and themes of the children's literature they read. By the end of the year, we expect third grade students to:

- read good children's literature every day;
- have worthwhile literature read to them to model the language and craft of good writing;
- discuss underlying themes or messages when interpreting fiction;
- read and respond to poems, stories, memoirs and plays written by peers;
- identify and discuss recurring themes across works;
- evaluate literary merit and participate informatively in peer talk about selecting books to read;
- examine the reasons for a character's actions, accounting for situation and motive;
- read multiple books by the same author and be able to identify differences and similarities among them;

- recognize genre features, understand differences among genres and compare works by different authors in the same genre; and
- note and talk about author’s craft: content, point of view, word choice, plot, beginnings and endings, and character development.

Component:

**E1c.3: Discussing Books**

Third grade book discussions are likely to vary widely, attending to themes and content, to author’s craft, and to infer meanings of the text. Third graders also should be extending their ability to talk “accountably” in all of the ways described in second grade. In discussions of their reading, by the end of the year we expect third grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge built during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non-comprehension;
- ask other students questions requiring them to support their claims or arguments; and
- indicate when their own or others’ ideas need further support or explanation.

**E1c.4: Vocabulary**

By the end of the year, we expect third grade students to:

- learn new words every day from their reading;
- recognize when they don’t know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there);
- know meanings of roots, prefixes and suffixes;
- talk about the meaning of most of the new words encountered in independent and assisted reading;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, “Water is for drinking”, features (for example, “Water is wet”), and category (for example, “Water is a liquid”);
- know how to talk about verbs as “action words”; and
- talk about words as they relate to other words: synonyms, antonyms or which word is more precise.

Strand:

**E2 Writing**

Third graders on target to meet the standard know how to decide what to write about and how to learn more about the topics they select. They have facility in extending a piece of writing and can say more or edit our whole sections for effect. Literate third graders understand the concept of audience. They know when to stop and share their writing. They count on their classmates to listen, tell them what they do not understand, ask questions that will help clarify or add details that will make the writing more meaningful to others. Proficient third-grade writers keep writing even when they do not know how to spell a word. They know that they can come back to the spelling problem, get help from teachers or peers, and make the corrections that will make the writing understandable to the audience.

Standard:

**E2a: Habits and Processes**

The writing habits and processes we expect in third grade are similar to those we expect in second grade. What differs is the work students produce. Third graders write longer, more complex and more varied pieces than they did in second grade, showing their deepening understanding of genres and their increasing control of written language and its conventions. By the end of the year, we expect third-grade students to:

- write daily;
- generate their own topics and spend the necessary amount of time to revisit and refine their writing;
- extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece);
- routinely rework, revise, edit and proofread their work;
- over the course of the year, polish at least 12 pieces for an audience in and beyond the classroom;
- write for specific purposes of their own (for example, writing a thank-you letter or a birthday card for a parent or friend);
- consciously appropriate specific elements of a favorite author’s craft to refine the quality of their own work; and
- apply criteria (both public and personal) to judge the quality of their writing.

Standard:

**E2b: Writing Purposes and Resulting Genres**

Third graders meeting standards have a well-defined sense of themselves as writers. They know their strengths as poets, as fiction writers, as memoir writers, as experts about various nonfiction forms. They can talk knowledgeably about their writing and about the strategies of their favorite published writers. Once these third-graders plan what to write about, often drawing inspiration from notebooks, they can choose from several genres a form that will allow them to develop effectively what they have to say.

Component:

**E2b.1: Sharing Events, Telling Stories**

In a typical third-grade narrative, the student shows a developing sense of story. Autobiographical pieces - frequently memoirs—are drawn from important memories, and their significance often is described. Building on the skills they developed in second grade, third-grade writers are able to infuse their stories with mood and to create pace and tension.

They use details carefully to create believable worlds in which their events unfold naturally, and they employ dialogue to reveal character, to advance the action and to provide readers with important understandings. By the end of the year, we expect third-grade students to produce narrative accounts (fictional or autobiographical) that:

- orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character or enter immediately into the story line);
- create a believable world and introduce characters through the precise choice of detail;
- create a sequence of events that unfold naturally;
- provide pacing;
- develop a character, often by providing motivation for action and having the character solve the problem;

- develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies;
- add reflective comments (especially in an autobiographical narrative); and
- provide some kind of conclusion.

Component:

### **E2b.2: Informing Others: Report or Informational Writing**

Reports are a favorite form of writing for many third graders, who love looking things up or going places and writing down what they have seen. By the end of the year, we expect third-grade students to produce reports that:

- introduce the topic, sometimes providing a context;
- have an organizational structure that is useful to the reader;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- use diagrams, charts or illustrations appropriate to the text;
- have a concluding sentence or section; and
- employ a straightforward tone of voice.

Component:

### **E2b.3 Getting Things Done: Functional and Procedural Writing**

Functional materials are important elements in developing third-graders' own skills and in sharing their skills with others. The process of explaining the steps in how to do something has strong real-world applications. Third graders should be able to take a process apart, look at the steps involved and explain to someone else how to do it.. By the end of the year, we expect third-grade students to produce functional writings that:

- engage the reader by establishing a context for the piece;
- identify the topic;
- provide a guide to actions;
- show the steps in an action in considerable detail;
- include relevant information;
- use language that is straightforward and clear; and
- may use illustrations detailing steps in the procedure.

Component:

### **E2b.4: Producing and Responding to Literature**

The literature that third graders write reflects what they have learned in their genre studies of poetry, memoir, fiction and nonfiction. They have developed a repertoire of writing strategies and can identify specific elements of particular genres. They read and understand the variety of possibilities within a genre, and they discuss what strategies an author has used and whether these strategies work. All of this knowledge contributes to their writing repertoire. By the end of the year, we expect third-grade students to:

*Produce literature:*

- write stories, memoirs, poems, songs and dramas—conforming to appropriate expectations for each form;
- produce a piece that incorporates elements appropriate to the genre after engaging in a genre study; and
- build on the thread of a story by extending or changing the story line.

*Respond to literature:*

- support an interpretation by making specific references to the text;



- provide enough detail from the text so the reader can understand the interpretation;
- go beyond retelling;
- compare two works by an author;
- discuss several works that have a common idea or theme; and
- make connections between the text and their own ideas and lives.

Standard:

**E2c: Language Use and Conventions**

Control of conventions is an important issue for third graders who want their writing to be read appropriately. Third graders recognize the relationship between syntax and having readers read with the correct expression. They are able to explore a variety of syntactic patterns to create rhythm and tone that support meaning in their writing. They are equally adept with word choice—often reaching for words that they only partly control but that reflect a desire to give their writing substance and style.

Component:

**E2c.1: Style and Syntax**

Students meeting standards when they leave third grade have a strong “sentence sense.” They use more “writerly writing,” modeling and responding to the increasingly complex kinds of reading they are doing. Their style and syntax show an awareness of the choices a writer makes to produce a particular effect or to produce a certain kind of reading. By the end of the year, we expect third-grade students to:

*Use one’s own language:*

- use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences) to show relationships of ideas;
- incorporate transition words and phrases appropriate to thinking;
- embed phrases and modifiers that make their writing lively and graphic.

*Take on the language of the author:*

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literary language where appropriate; and
- reproduce sentence structures from various genres they are reading.

Component:

**E2c.2: Vocabulary and Word Choice**

By the end of the year, we expect third-grade students to:

*Use one’s own language:*

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion;
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words); and

*Take on the language of the author:*

- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

Component:

**E2c.3 Spelling**

By the end of third grade, students should have a strong enough base of spelling knowledge that the rules are starting to make sense to them and they can catch on to spelling instruction. These children use phonetic spelling correctly for regular and irregular words most of the time. They know and use word chunks, word families, spelling patterns and basic

spelling rules to generate conventional or close-to-conventional spellings. By the end of the year, we expect third-grade students to:

- notice when words do not look correct and use strategies to correct the spelling;
- correctly spell all familiar high-frequency words;
- correctly spell words with short vowels and common endings;
- correctly spell most inflectional endings, including plurals and verb tenses;
- use correct spelling patterns and rules such as consonant doubling, dropping e and changing y to i; and correctly spell most derivational words (for example, -tion, -ment, -ly).

Component:

**E2c.4: Punctuation, Capitalization and Other Conventions**

By the end of third grade, children should be using punctuation that makes sense, even if it is not always completely correct. By the end of the year, we expect third-grade students to:

- use capital letters at the beginnings of sentences;
- use periods and other end punctuation correctly nearly all of the time;
- approximate the use of quotation marks;
- approximate the use of commas;
- use question marks;
- use capital and lowercase letters; and use contractions.

Strand:

**E3 Speaking and Listening**

Children in second and third grades continue to develop the habits of talking a lot, talking to one's self, conversing at length on a topic and discussing books. Some of the characteristics at this age include more skill in anticipating the audiences' needs, expressing preferences, collaborating, negotiating, talking longer on topics of interest, and holding higher quality discussions of books as they are reading more complex and lengthier text. They also continue to talking aloud to guide themselves through a difficult of task or reasoning aloud to reach a conclusion should be encouraged.

Standard:

**E3a: Habits**

Lots and lots of purposeful talk remains an important part of children's literacy development. Talking a lot, talking to one's self, conversation at length on a topic and discussing books are four habits that should be part of children's daily activities in second and third grades. At this age, children become more adept at holding their audiences attention because they understand the various genres of talk and can anticipate questions. They can now predict reliably others' expectations for clarity, brevity, relevance and truth.

Component:

**E3a.1: Talking a Lot**

By the second and third grades, students are used to talking and asking questions about their own or others' reading and writing. Their use of language to learn, negotiate, work and play with one another sharpens to the point that they can tackle more complex tasks and communicate more complex concepts. Specifically by the end of third grade we expect children to:

- talk about what they think, read or experience;
- explain or speak from another's perspective;
- talk about ideas or information gained from sources beyond personal experiences;
- talk in small groups to collaborate on a project, ask questions, or to make comments or suggestions to facilitate work on a task or project;

- talk in front of a group on a regular basis; and
- solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit.

Component:

**E3a.2: Talking to One’s Self**

At grades 2-3 most children have internalized the use of language to self correct and guide their thinking and problem solving. In reading, self-monitoring becomes silent. In other areas-such as remembering complex tasks, mathematics or memorization-students almost always talk aloud. Specifically by the end of third grade we expect children to:

- make spontaneous corrections;
- talk to themselves out loud to make plans, guide behaviors or monitor thinking;
- rehearse steps they will use to solve a problem;
- mimic adult language used in problem solving;
- recite facts to confirm what has been memorized; and
- silently monitor their comprehension of text including understanding of individual words and using a variety of self-correcting strategies.

Component:

**E3a.3: Conversing at Length on a Topic**

Skills in second and third grades grow to incorporate a variety of strategies that enable them to sustain conversations and to mark new topics explicitly. They are now able to initiate and sustain conversations with lengthier exchanges. Specifically by the end of third grade we expect children to:

- initiate and sustain a conversation with eight or more lengthy exchanges;
- consistently ask for clarification;
- consistently recognize and respond to indirect and direct indications that others need clarification;
- initiate topics within conversations that are in progress;
- sustain conversation by extending others’ contribution;
- express and solicit opinions;
- ask open-ended or long answer questions;
- repair and revert to the topic when necessary; and
- raise topics likely to be of interest to another person.

Component:

**E3a.4: Discussing Books**

Students at this level recognize and compare works by different authors in the same genre and discuss recurring themes across works. They paraphrase, summarize, ask speakers to give evidences and politely correct someone who paraphrases or interprets them incorrectly. Participation in book talks allows them to demonstrate deeper comprehension of the text. Specifically by the end of third grade we expect children to:

- note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge gained during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non comprehension;

- ask other students questions that require them to support their claims or arguments;
- indicate when their own and others' ideas need further support or explanation;
- cite important details from the text;
- compare one text to another text they have read or heard; and
- capture meaning from figurative language and explain the meaning.

With narratives in particular we expect children to:

- relate a story to real life experiences;
- explain the motive of characters; and
- discuss plot and setting.

With informational texts in particular, we expect children to:

- use structure of information text to retrieve information;
- analyze the causes, motivations, sequences and results of events; and
- understand the concepts and relationships described;
- use reasoning and information from within an outside the text to examine arguments; and
- describe in their own words what new information they gained from nonfiction text and how that information relates to their prior knowledge.

With functional texts in particular, we expect children to:

- follow instructions or directions they read in more complicated texts.

Standard:

**E3b: Kinds of Talk and Resulting Genres**

Second and third grade children should continue to have opportunities for speaking and listening in the four genres: narrative, explaining and seeking information, getting things done, and producing and responding to performances. Children are still better at factual accounts than at fictional ones, as fictional narratives are the most difficult to master. Children should have daily opportunities to share writing or respond to reading/writing.

Component:

**E3b.1: Narrative**

At this age children's oral narratives increase in length and complexity and are likely to move beyond personally experienced events. The sequence of events lengthens, and character development moves beyond simply stating motivations. The use of details begins to be sharpened by precise word, choice and resolutions do more than simply comment on final events.

With factual narratives, by the end of third grade we expect children to:

- independently give lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or through the use of flashback; and
- pass along a story that they have heard, giving enough details or nuance to do justice to the original version.

Second and third grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention before going into the full account;
- orient the listener to the setting with the precise choice of detail;
- cluster useful descriptive information in the beginning;

- describe information and evaluate or reflect on it;
- describe internal events or reactions as well as external events develop characters by clearly stating their goals and motivations and attempting to resolve or stratify them before the story's end;
- include quotations;
- comment and reflect on how things were resolved; and
- mark the end of the story directly or with a coda to bring the impact of the past experience up to the present.

Component:

**E3b.2: Explaining and Seeking Information**

In second and third grades, children's ability to seek information from adults, the library and the Internet expands. They are able to research and gather more information. Their descriptions become more elaborate. Their presentations improve, and their ability to relate complex information to others increases. Specifically, by the end of third grade we expect children to:

- seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts;
- conduct first hand interviews;
- give increasingly elaborate and extended descriptions of objects, events and concepts;
- support opinions or provide specific examples to support generalizations;
- give a short prepared speech or report informing others about some object, event, or person; and
- tutor others in new and somewhat complicated tasks.

Component:

**E3b.3: Getting Things Done**

Children have increased the specificity and complexity of directions they are able to give and receive. They begin to entertain alternate viewpoints and do more than just listen to opposing arguments and can collaborate to generate alternative solutions. Specifically, by the end of third grade we expect children to:

- listen to, comprehend and carry out directions with eight or more steps
- ask (or answer) specific questions to clarify a novel task, persisting if necessary to get the information;
- give directions for technically complex tasks;
- ask clarifying questions to learn what a person knows;
- describe alternate ways to complete a task or reach a destination;
- use visual aids, such as charts, diagrams or maps, to augment language;
- engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions;
- disagree with another person's argument and then generate and promote alternative solutions to reach agreement; and
- collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group.

Component:

**E3b.4: Producing and Responding to Performances**

As in earlier grades, children should have frequent opportunities to give author performances of their own material and to respond to author performances of their peers. In responding to more challenging performances, children continue to offer reactions and learn to support

their opinions. Their performances move beyond the classroom setting and grow in length. Specifically, by the end of third grade we expect children to:

- describe their reaction to a performance, giving details to support opinions;
- attend to more challenging performances that go beyond entertainment or present unfamiliar material;
- draw from a rehearsed repertoire to give a brief performance;
- conduct and /or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences; and
- give an author performance, reading from their own material out loud.

Standard:

**E3c: Language Use and Conventions**

In second and third grade, children continue to display increased levels of experimentation with sounds, meaning, and grammar. Their awareness of ambiguities in language expands.

Component:

**E3c.1: Rules of Interaction**

In second and third grades, children work on the mastery of important conventions in the school and social settings by speaking in a group. More and more, their class work should require them to speak, listen and collaborate in small or large groups. Specifically by the end of third grade we expect children to:

- consistently observe conventions politeness;
- hold themselves and others accountable to the rules by using verbal reminders; and
- speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate.

Component:

**E3c.2: Word Play and Grammatical Awareness**

Having mastered the ability to blend and segment onsets and rimes and mastered phonemes, children should exhibit a continuing interest in words and experimentation with language, though in a more sophisticated fashion than in earlier years. Specifically by the end of third grade we expect children to:

- identify the number of syllables in a word;
- play with alliteration, tongue twisters and onomatopoeia;
- use double meanings or multiple meanings of words for riddles and jokes;
- detect a variety of speech ambiguities and understand the intended meaning;
- start to play with made-up language; and
- identify subjects and verbs in simple sentences.

Component:

**E3c.3: Word Vocabulary and Word Choice**

Children continue to acquire new vocabulary at a phenomenal rate, and their increased vocabulary will have a direct correlation to their academic success. Using new, advanced words that are relevant to what the class is studying is more important than teaching children specific words on a vocabulary test. Specifically by the end of third grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- use specialized vocabulary related to school subjects;

- provide definitions of words they know and learn new words from definitions using simple superordinates;
- learn new words from reading or being read to daily;
- demonstrate flexibility by choosing from word options to show precision or effect;
- study word families;
- develop a basic awareness of meaningful word parts and identify how they relate to certain words;
- increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice;
- use and explain metaphoric language;
- understand and produce 3 antonyms and synonyms; and
- understand and produce homonyms, homographs and homophones.



The process standards of **problem solving, reasoning and proof, connections communication, and representation** are interwoven and independent with the content standards and are necessary for the comprehensive understanding of mathematics.

Strand: **M1 Numbers and Operations**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand numbers, ways of representing numbers, relationships among numbers and number systems;
- understand meanings of operations and how they relate to one another;
- understand how to compute fluently and make reasonable estimates.

In Grade 3, all students should:

- Standards:
- M1a:** use place values to read, model, and interpret whole numbers through thousands and decimals through hundredths; explain the values of the digits;
  - M1b:** explain the relationship of commonly used fractions to their equivalent forms, and explain their relationship to a whole;
  - M1c:** identify and describe numbers according to their characteristics such as even, odd, multiples, and/or factors;
  - M1d:** use mathematical language and symbols to compare and order numbers and objects;
  - M1e:** explain and use addition, subtraction, multiplication, and division to show equivalent whole numbers;
  - M1f:** explain the relationship between multiplication and division as inverse operations.
  - M1g:** use properties of operations on whole numbers, i.e., commutativity and associativity;
  - M1h:** explain and perform addition and subtraction for two- and three-digit numbers and multiplication of one- and two-digit numbers;
  - M1i:** model and explain multiplication and division using appropriate symbols and strategies;
  - M1j:** develop and use strategies to estimate the results of whole number computations and judge the reasonableness of the computed results;
  - M1k:** solve non-routine multi-step problems using appropriate tools and strategies involving addition, subtraction, and multiplication.

Essential To Know: Students select, explain the meaning of, and use a variety of models to demonstrate multiplication and division of whole numbers.  
Students explain and represent with models that fractions are parts of a whole or parts of set.

Strand: **M2 Algebra**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships;
- analyze change in various contexts.



In Grade 3, all students should:

- Standards:
- M2a:** identify, describe, and extend the rules of multiplicative and growing patterns;
  - M2b:** make predictions, identify relationships, and solve problems by using the concept of patterns;
  - M2c:** express mathematical relationships as equations or inequalities with appropriate symbols;
  - M2d:** solve open sentences by representing an expression in more than one way using the commutative and associative properties for multiplication;
  - M2e:** organize and order data in labeled tables to discover patterns and rules;
  - M2f:** represent mathematical situations to solve problems using equations or inequalities;
  - M2g:** recognize patterns and make predictions based on collected data;
  - M2h:** describe the difference between qualitative and quantitative changes.

Essential To Know: Students describe, extend, and make generalizations about patterns involving multiplicative and growing patterns.  
Students use algebraic properties to identify numeric relationships.

Strand: **M3 Geometry**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- specify locations and describe spatial relationships using coordinate geometry and other representational systems;
- apply transformations and use symmetry to analyze mathematical situations;
- uses visualization, spatial reasoning, and geometric modeling to solve problems.

In Grade 3, all students should:

- Standards:
- M3a:** describe properties of two- and three-dimensional shapes using mathematical terminology;
  - M3b:** identify and describe the relative size of angles with right angles as a reference;
  - M3c:** use coordinate systems to specify locations and describe paths;
  - M3d:** verify symmetry by drawing lines of symmetry in shapes and objects;
  - M3e:** build and draw geometric shapes.

Essential To Know: Students identify and compare the structure of two- and three- dimensional shapes.

Strand: **M4 Measurement**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand measurable attributes of objects and the units, systems, and processes of measurement;
- apply appropriate techniques, tools, and formulas to determine measurements.

In Grade 3, all students should:

- Standards:
- M4a:** explain the need for using standard units when making measurements;
  - M4b:** explore standard units within the customary and metric systems and describe the relationship of units within each system;

- M4c:** use accurate vocabulary to describe measurement, i.e., meters for length, degrees for temperature, minutes to hours, etc.;
- M4d:** use counting techniques to explain how to find the area and perimeter of regular shapes;
- M4e:** estimate measurements using a personal reference;
- M4f:** uses appropriate measurement tools and techniques to construct a figure;
- M4g:** select and apply appropriate standard units and tools to compare the measurable attributes of a variety of objects;
- M4h:** develop strategies for estimating the perimeter of irregular shapes;
- M4i:** read thermometers accurately;
- M4j:** use models to estimate perimeter and area;
- M4k:** calculate the area and perimeter of regular shapes;
- M4l:** tell time to the nearest minute and measure elapsed time using a clock or calendar.

Essential to Know: Students estimate and find area and perimeter using diagrams, models, grids or by standard-unit measuring.

Strand: **M5 Data Analysis and Probability**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- select and use appropriate statistical methods to analyze data;
- develop and evaluate inferences and predictions that are based on data;
- understand and apply basic concepts of probability.

In Grade 3, all students should:

- Standards:
- M5a:** develop and implement a plan to collect and organize data to address a given question;
  - M5b:** translate information from one data representation to another, i.e., graph to table;
  - M5c:** support a conclusion or a prediction with evidence from data;
  - M5d:** organize and graphically display data using a variety of categories and intervals;
  - M5e:** describe the characteristics of graphically represented data, i.e., identify the mode;
  - M5f:** examine graphs and tables that display the same set of data to identify what each representation contributes to the interpretation of data and conclusions drawn;
  - M5g:** select a question for study, predict possible outcomes, conduct simple experiments, and compare results to predictions.

Essential To Know: Students translate one form of data representation to another and evaluate the different aspects of information offered by each form.

Strand: **M6 Problem Solving**

- Standard: **M6a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- build new mathematical knowledge through problem solving;

- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Strand:

### **M7 Reasoning and Proof**

Standard:

- M7a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- recognize reasoning and proof as fundamental aspects of mathematics;
  - make and investigate mathematical conjectures;
  - develop and evaluate mathematical arguments and proofs;
  - select and use various types of reasoning and methods of proof.

Strand:

### **M8 Communication**

Standard:

- M8a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- organize and consolidate their mathematical thinking through communication;
  - communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
  - analyze and evaluate the mathematical thinking and strategies of others;
  - use the language of mathematics to express mathematical ideas precisely.

Strand:

### **M9 Connections**

Standard:

- M9a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- recognize and use connections among mathematical ideas;
  - understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
  - recognize and apply mathematics in contexts outside of mathematics.

Strand

### **M10 Representation**

Standard:

- M10a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:
- create and use representations to organize, record, and communicate mathematical ideas;
  - select, apply, and translate among mathematical representations to solve problems;
  - use representations to model and interpret physical, social, and mathematical phenomena.

---

---

**Science Standards  
Grade 3**

---

---

Strand:

**S1 Scientific Inquiry:** The student demonstrates abilities necessary to do scientific inquiry and an understanding about scientific inquiry; that is, the student:

Standards: S1a: asks questions about objects, organisms, and events.

Components:

S1a1. proposes ways their questions might be answered.

S1a2. determines which questions might be answered with a "testable" question, those that might be answered through observations, and those that might be answered through research.

Standards: S1b: uses observations to make predictions.

S1c: plans and conducts a "fair test" with the teacher's help.

Components:

S1c1. gathers materials and/or information needed to conduct investigations.

S1c2. identifies ways to conduct a "fair test" by testing for only one variable at a time.

S1c3. follows logical steps to conduct a "fair test."

S1c4. uses simple tools (such as magnifiers, scales, mineral testing devices, timers, etc.) and units of measure (U.S. customary units and metric).

S1c5. records data from investigations in an organized and appropriate format (e.g., lab book, log, notebook, t-chart, etc).

Standards: S1d: identifies patterns based on observations and summarizes findings.

S1e: compares and groups objects based on observable and measurable characteristics (e.g., solubility, hardness, reactivity) and justifies the groups based on a logical classification scheme.

S1f: analyzes and makes statements about data displayed in a Venn diagram, graph and table.

S1g: communicates scientific explorations through discussions with peers, drawing, graphs, tables, simple reports, and oral presentations.

S1h: demonstrates safe practices in science.

Components:

S1h1. explains and conducts safe Sun viewing procedures and practices.

S1h2. explains and conducts safe use of tools.

S1h3. explains and conducts safe experiments with batteries and bulbs.

Strand:

**S2 History and Nature of Science:** The student demonstrates an understanding of science as a human endeavor, that is, the student:

Standards: S2a: builds awareness that science and technology have been practiced for a long time and there is still more to be learned.

S2b: knows that scientists share and critique new information with others.

S2c: describes some historical examples of diverse women and men who have made contributions to science.

Strand:

**S3 Personal & Social Perspectives:** The student demonstrates an understanding of safety, types of resources, and changes in the environment; that is, the student:

Standards: S3a: compares the needs of a population with the sources and quantities of resources.

S3b: realizes that some resources humans obtain from the environment are limited and resources can be extended through recycling and decreased use.

Strand:

**S4 Science and Technology:** The student demonstrates an understanding of science and technology and the nature of technological design; that is, the student:

Standards: S4a: identifies a problem, implements a proposed solution for the problem, discusses the merit of the solution, and improves on the solution after evaluation.

S4b: identifies some of the technological solutions that make life easier and the trade-offs (safety, cost, efficiency, health and environmental side effects, etc.) involved in those solutions.

S4c: identifies some of the human-made things that aid in scientific inquiry.

Strand:

**S5 Physical Science:** The student demonstrates a conceptual understanding of matter, motion, and energy; that is, the student:

Standards: S5a: gains an understanding that mass is conserved even when materials are reshaped or broken into smaller and smaller pieces.

Components:

S5a1. observes, measures, describes that the reshaped or disassembled parts of an object are equal to the weight of the whole object.

Standards: S5b: recognizes that materials have properties that are independent of the shape or size of the sample.

Components:

S5b1. demonstrates actions that change the shape or size of a material (cutting, breaking, tearing, shredding, sanding) and differentiates the properties that changed and those that did not (e.g. paper may be shredded and cut into smaller and smaller pieces but the fundamental properties of paper can still be described).

S5b2. observes and describes that one of the properties of a material is how it reacts with other materials.

Standards: S5c: demonstrates a basic knowledge of the relationship between force and change of motion.

Components:

S5c1. compares the motion of various objects by examining the time it takes for the object to travel a certain distance.

S5c2. describes the position of an object by locating it in relationship to another object or to a background.

S5c3. describes speed in qualitative ways (e.g., faster vs. slower).

S5c4. identifies simple situations in which forces are balanced (e.g., designing mobiles, balance toys, and structures in which equal and opposite forces cause no change in motion).

Standards: S5d: examines how magnets can cause some things to move without touching them.

Components:

S5d1. determines situations where magnets act at a distance to cause other magnets or objects to move towards them or away.

S5d2. compares the magnetic attraction of different objects and materials to a magnet.

S5d3. demonstrates that magnets can repel or attract each other.

Standards: S5e: builds awareness of how electrical flow can produce light, movement, heat, and magnetic fields.

Components:

S5e1. demonstrates that electric circuits require a complete loop in which an electrical current can pass.

S5e2. predicts and tests the electrical conductivity or insulating abilities of various materials.

Strand:

**S6 Life Science:** The student demonstrates a conceptual understanding of the characteristics of organisms, their life cycles, and their environments; that is, the student:

Standards: S6a: compares and contrasts structure and function among different organisms.

Components:

S6a1. identifies structures that are responsible for growth, survival, and reproduction in observed plants.

S6a2. identifies structures that are responsible for growth, survival, and reproduction in observed animals.

S6a3. investigates and explains the functions of different parts of plants (e.g., seeds, leaves, flowers).

S6a4. identifies examples of plant structures that serve the same function but differ in appearance (e.g., seeds, leaves, flowers).

S6a5. compares and contrasts structures that animals use to obtain food and protect themselves.

S6a6. identifies examples of structures in animals that serve the same purpose but differ in appearance (e.g. bird beaks).

S6a7. draws conclusions about the functions of plant and animal structures seen in fossils.

Standards: S6b: gains an understanding that the details in the life cycles of organisms are different for different types of organisms.

Components:

S6b1. observes and compares the life cycles of different plants.

Standards: S6c: differentiates between inherited physical traits and those that are not inherited in plants.

Components:

S6c1. discusses that when plants reproduce, both biological parents pass on information that determine characteristics of the offspring.

S6c2. examines and identifies physical characteristics of plants that are caused by interaction with the environment and those that are inherited.

Standards: S6d: investigates how changes in environments affect plants and animals (including humans).

Components:

S6d1. observes and describes how organisms can cause changes (both beneficial and detrimental) in their environments.

S6d2. provides examples of situations that cause some plants and animals to change their behavior in order to survive and reproduce; die out; or find new locations to live.

S6d3. describe how growth, death, and decay are integral aspects of living systems by providing evidence from readings and observations.

Strand:

**S7 Earth & Space Sciences:** The student demonstrates a conceptual understanding of Earth materials, objects in the sky, and changes in Earth and sky; that is, the student:

Standards: S7a: gains an understanding of how some earth materials are created and change.

Components:

S7a1. observes and describes fossils as evidence of organisms that once lived and can provide information about earth's past.

S7a2. compares how sand and soil are formed, based on investigations.

S7a3. categorizes sand and soil in different ways (i.e., grain size, color, texture, water-holding capacity).

Standards: S7b: realizes that some earth processes are rapid and some are slow.



Components:

S7b1. compares rapid earth processes (e.g. volcanic eruptions, earthquakes) to slow ones (e.g. formation of metamorphic rock).

Standards: S7c: builds awareness that our Sun is a star among other stars in the universe.

Components:

S7c1. provides examples of how the Sun is necessary for life on earth.

S7c2. explains that our Sun is a star that gives off a tremendous amount of heat and light.

## Social Studies: Grade 3 - Community

Standards Introduction: The standards for third grade enable students to develop an understanding of the larger community. Students are introduced to the concept of government and the process of elections. The roles of local, state, and national officials are defined. Students describe human-environment interactions and explain the effects of population on a community. Third graders can locate, access, and organize information from several points of view and can discuss civic issues. Students are able to define institutions that make up economic systems such as families, workers, banks, and labor unions.

### SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** use geographic tools (map key, compass rose, scale).  
**SK1b:** observe, interpret, and construct visual data.  
**SK1c:** recognize and apply social studies terms.  
**SK1d:** follow set rules to complete an assigned task, individually or within a group.  
**SK1e:** use title page, table of contents, and glossary to locate information.  
**SK1f:** develop skills to search a database to locate information.

Strand/Theme:

### SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** identify, describe, and display examples of citizens' rights and responsibilities.  
**SS1b:** identify key ideals of the United States form of government.  
**SS1c:** explain actions citizens can take to influence public policy.

Strand/Theme:

### SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** explain why people choose to live in certain communities.  
**SS2b:** compare cultures in terms of contributions, attitudes, and ideas.

Strand/Theme:

### SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of The way human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** name various resources for constructing the past (e.g., documents, letters, diaries, maps, and textbooks).  
**SS3b:** trace contributions of ethnic groups to the community's historical development.  
**SS3c:** identify historically significant places and individuals.  
**SS3d:** place dates and events in chronological sequence.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:

- SS4a:** use a variety of geographic tools, (maps, globes, charts, graphs, technology, map keys, and symbols) to gather and interpret data and draw conclusions about physical patterns.
- SS4b:** describe how the physical environment of a community affects the people who live there.
- SS4c:** define geographic themes of location, places, human - environment interaction, movement, and region.
- SS4d:** explain how historical events have been influenced by geographic factors.
- SS4e:** use correct terminology to describe land forms and bodies of water.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** describe influences and contributions of family members on one's identity.
- SS5b:** explain how culture influences the development of behavior, attitudes, values, and opinions.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** describe how the individual contributes to the group.
- SS6b:** identify and describe examples of why tensions exist between individuals and groups.
- SS6c:** apply knowledge of how groups and institutions meet individual needs and promote the common good.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** give examples of how goods are made, bought, sold, distributed, and used in an economic system.
- SS7b:** differentiate between goods and services and categorize some examples.
- SS7c:** Explain the concept of supply and demand and the division of labor.
- SS7d:** explain the need for the development of a budget.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

- SS8a:** explain why government is necessary in the classroom, school, community, state, and nation.

**SS8b:** identify and describe the basic features of local and state political systems to include officials and their roles.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** list examples in which science and technology have led to changes in the physical environment.

**SS9b:** describe ways to control technology in order to protect the physical environment.

**SS9c:** explain how technology affects society.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** explain the needs of one community and show how other communities meet those needs.

**SS10b:** identify the unique resources of communities around the world.

**SS10c:** identify basic needs common to all individuals.

**SS10d:** describe ways the community is connected to the world.

## Health Education: Grade 3

In addition to the content standards, Health Education teachers must instill health literacy skills (HESK) into classroom activities. The six HESK have a two-fold benefit. First, they promote personal, family, and community health. Second, they teach essential and transferable skills that include accessing data, analyzing information, setting goals, and communicating ideas.

Strand:

### **HESK Health Literacy Skills**

The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

Standards:

- HESK1:** access valid health information;
- HESK2:** practice health-enhancing behavior;
- HESK3:** analyze influences on health;
- HESK4:** use interpersonal communications skills to enhance health;
- HESK5:** use goal setting and decision making skills to enhance health; and
- HESK6:** advocate for health.

Strand:

### **HE1 Personal and Community Health**

The student understands the basic concepts of hygiene, health habits, and health promotion; that is, the student will:

Standards:

- HE1a:** identify organizations and agencies in the community that can help with health information;
- HE1b:** describe the cycle of common communicable disease (e.g., mode of transmission, signs and symptoms, treatment, and recovery); and
- HE1c:** demonstrate behaviors that minimize contact with germs that cause communicable disease.

Strand:

### **HE2 Safety and Injury Prevention**

The student demonstrates understanding of basic concepts related to safety, injury prevention or sudden illness, and prevention of child abuse and child neglect; that is, the student will:

Standards:

- HE2a:** identify valid sources of information about local safety hazards (e.g., dangerous places, animals, insects, sea life);
- HE2b:** compare and contrast safety practices in different situations or settings (i.e., in school, at home, on the playground, in the gym, in a car, on a bus); and
- HE2c:** describe the danger of contact with blood or other body fluids and the importance of using a barrier for protection (e.g., latex gloves).

Strand:

### **HE3 Nutrition and Physical Activity**

The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent chronic diseases such as heart disease, cancer, and diabetes; that is, the student will:

Standards:

- HE3a:** explain the contents of food labels on products;
- HE3b:** explain the Food Guide Pyramid as a source of information about food groups that make up a healthful diet;
- HE3c:** examine the nutritional value of snacks and water; and
- HE3d:** discuss physical activity principles of warm-up and cool-down.

Strand

**HE4 Mental Health**

The student understands how mental health contributes to general well-being; that is, the student will:

Standards:

**HE4a:** demonstrate ways to manage needs, wants, and emotions;

**HE4b:** define stress and give examples; and

**HE4c:** demonstrate ways to show respect for self and the uniqueness of others.

Strand

**HE5 Alcohol, Tobacco, and Other Drugs**

The student understands licit and illicit drugs and how to prevent abuse and access intervention and treatment resources; that is, the student will:

Standards:

**HE5a:** explain the difference between prescription and nonprescription medicines;

**HE5b:** identify risks of incorrect use of medicines; and

**HE5c:** identify reasons to avoid using tobacco products.

Strand

**HE6 Family Life and Human Sexuality**

The student understands the developmental changes that occur as he or she grows and matures through childhood to young adulthood and how these changes prepare one for adult roles in the family and society; that is, the student will:

Standards:

**HE6a:** report a variety of diverse family structures, customs, and practices;

**HE6b:** recognize that individuals differ in their rates of growth and development; and

**HE6c:** describe physical and emotional changes that occur from infancy to adolescence.

## Physical Education: Grade 3

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

**PESK Personal and Social Development Skills** The student applies responsible personal and social development skills in a physical activity setting. In Grade 3 all students will:

Standards:

- PESK1:** participate fully and communicate cooperatively with others;
- PESK2:** perform activities safely and follow rules of etiquette and ethical behavior;
- PESK3:** display age appropriate self-control and discipline;
- PESK4:** display a willingness to receive and use feedback to improve performance;
- PESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;
- PESL6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;
- PESK7:** display an interest in and assist and encourage others' efforts;
- PESK8:** display behaviors that are supportive and inclusive;
- PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
- PESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

**PE1 Motor Skills and Movement Patterns** Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Grade 3 all students will:

Standards:

- PE1a:** combine locomotor, nonlocomotor, and manipulative skills to perform a variety of coordinated movements;
- PE1b:** demonstrate eye-hand and eye-foot coordination skills using a ball and/or other objects and including following through toward a target;
- PE1c:** perform with manipulative and locomotor or nonlocomotor movements to a rhythmic beat;
- PE1d:** participate in games that involve simple ball-handling skills, running activities, and rhythmic patterns;
- PE1e:** support weight on hands, demonstrating extension and control (e.g., cartwheels and handstands);
- PE1f:** identify terminology that describes a wide variety of fundamental motor skills and patterns;
- PE1g:** seek feedback to improve performance;
- PE1h:** explain the importance of practice, attention, and effort in improving movement skills;

- PE1i:** explain the importance of game rules and safety procedures; and
- PE1j:** select and use appropriate protective equipment for preventing injuries (e.g., helmets, elbow/kneepads, wrist guards, proper shoes, and clothing).

Strand:

**PE2 Physical Activity and Fitness**

A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Grade 3 all students will:

Standards:

- PE2a:** participate regularly in moderate-to-vigorous physical activities during physical education class and recess;
- PE2b:** engage in a variety of physical activities to develop and measure individual aerobic capacity using a heart-rate monitor to display heart-rate data;
- PE2c:** employ warm-up and cool-down procedures correctly before and after activity;
- PE2d:** engage in a variety of activities that develop muscular strength and endurance (e.g., modified pull-ups, trunk lifts, modified curl-ups);
- PE2e:** engage in a variety of activities that develop flexibility;
- PE2f:** demonstrate muscular tension and relaxation of the hands, shoulders, feet, and stomach;
- PE2g:** name leisure-time physical activities that promote cardio-respiratory endurance;
- PE2h:** measure levels of health-related fitness components using simple informal assessments; and
- PE2i:** monitor individual changes in the body and the need for water replenishment during moderate-to-vigorous physical activities.



---

---

Visual Arts: Grade 3

---

---

Strand:

**VA1 Media, Techniques, and Processes**

Demonstrates understanding and can apply media, techniques, and processes.

Standards:

**VA1a:** The student knows the difference of various art materials, media, techniques, and their processes.

**VA1b:** The student describes how different materials, media, technology, techniques, and processes cause different results.

**VA1c:** The student explores different materials, media, technology, techniques, and processes to communicate ideas and emotions through original works of art.

**VA1d:** The student uses art materials and tools, including technology, in a safe and responsible manner.

Strand:

**VA2 Structures and Functions**

Demonstrates knowledge of structures and functions.

Standards:

**VA2a:** The student demonstrates understanding of elements of art and to principles of design to convey ideas.

**VA2b:** The student describes how the elements of art and principles of design affect the purpose and meaning of an artwork.

**VA2c:** The student uses elements of art and principles of design to communicate specific ideas.

Strand:

**VA3 Subject Matter, Symbols, and Ideas**

Chooses and evaluates a range of subject matter, symbols, and ideas.

Standards:

**VA3a:** The student explores and understands content in works of art.

**VA3b:** The student examines subject matter, symbols, and ideas of personal works of art and revises for improvement and clarity of expression.

**VA3c:** The student examines, discusses, and creates compositions of visual images using selected criteria.

Strand:

**VA4 History and Culture**

Demonstrates understanding of the visual arts in relation to history and culture.

Standards:

**VA4a:** The student understands that the visual arts have specific relationships to history and culture to include the host nation.

**VA4b:** The student identifies specific works of art that belong to particular styles, cultures, times and places.

**VA4c:** The student uses historical references to create works of art in the style of a particular period of art or culture.

Strand:

**VA5 Characteristics and Merits of Work**

Reflects upon and assesses the characteristics and merits of their work and the work of others.

Standards:

**VA5a:** The student describes, analyzes, and evaluates purposes for creating works of art by using art vocabulary.

**VA5b:** The student interprets and analyzes personal works of art and that of others.

**VA5c:** The student assesses work for improvement during production.

Strand:

**VA6 Connections to Other Disciplines**

Makes connections between the visual arts and the other disciplines.

Standards:

**VA6a:** The student applies critical and creative art thinking skills to other disciplines.

**VA6b:** The student identifies and explains how the visual arts are used throughout the world.

**VA6c:** The student creates works of art that extend knowledge to other curricular areas to include the performing arts.

Strand:

**VA7 Technology Integration**

Understands and creates art through technology.

Standards:

**VA7a:** The student acquires technical skills and vocabulary as developmentally appropriate.

**VA7b:** The student selects elements of art and principles of design to create works of art using technology.

**VA7c:** The student integrates traditional art production techniques with new technology to create art.

---

---

Music: Grade 3

---

---

Strand:

**MU1**

Performs alone and/or with others a varied repertoire of music

Standards:

**MU1a:** The student sings blending vocal timbres, matching dynamic levels and responding to simple conducting cues.

**MU1b:** The student performs simple ostinati and rounds.

**MU1c:** The student performs appropriate independent parts while other students sing or play the same or contrasting parts.

Strand:

**MU2**

Reads and notates music

Standards:

**MU2a:** The student reads symbols and traditional terms referring to dynamics, tempo, and pitch.

**MU2b:** The student notates symbols and traditional terms referring to dynamics, tempo, and pitch.

Strand:

**MU3**

Listens to, responds to, and describes music

Standards:

**MU3a:** The student listens to examples of simple musical form such as verse-refrain and call-and-response.

**MU3b:** The student responds to various examples of musical forms.

**MU3c:** The student describes examples of form in music.

**MU3d:** The student explores simple improvisation.

Strand:

**MU4 History and Culture**

Demonstrates understanding of music in relation to history and culture.

Standards:

**MU4a:** The student describes the roles of musicians in various settings and cultures.

**MU4b:** The student identifies cultural contributions to music appropriate to their developmental level.

**MU4c:** The student performs appropriate music related to history and culture, to include the host nation.

Strand:

**MU5 Characteristics and Merits of Works and Performances**

Reflects upon and assesses the characteristics and merits in performances in their music and the music of others.

Standards:

**MU5a:** The student describes performances using standard musical vocabulary.

**MU5b:** The student compares performances from two or more sources using standard musical vocabulary.

**MU5c:** The student evaluates performances and compositions using standard musical vocabulary.

Strand:

**MU6 Connections to Other Disciplines:** Makes connections between music and the other disciplines.

Standards:

**MU6a:** The student determines music is connected to other disciplines in the curriculum.

**MU6b:** The student relates what is learned in music with other curricular areas.

**MU6c:** The student names and discusses music career opportunities.

Strand:

**MU7 Technology Integration** Understands and creates music through technology.

Standards:

**MU7a:** The student acquires technology skills and vocabulary that are developmentally appropriate.

**MU7b:** The student expands technology skills to create music.