

Mathematics

Operations and Algebraic Thinking

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.5 Apply properties of operations as strategies to multiply and divide.

3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.9 Identify arithmetic patterns and explain them using properties of operations.

Geometry

3.G.1 Recognize and draw quadrilaterals such as rhombuses, rectangles, and squares as well as other examples of quadrilaterals.

Numbers and Operations

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Science

Who We are

3.L.1 Understand the human body systems and how they are essential for life: protection, movement, and support.

3.L.1.1 Compare the different functions of the skeletal and muscular systems.

3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.

Social Studies

How We Organize Ourselves

3.C&G.1 Understand the development, structure and function of *local government*.

3.C&G.1.1 Summarize the historical development of *local governments*.

3.C&G.1.2 Describe the structure of *local government* and how it functions to serve citizens.

3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.

3.C&G.2 Understand how citizens participate in their communities.

3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.

3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.

3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community)

Farmington Woods IB/PYP Magnet Elementary School

Farmington Woods IB/PYP Magnet Elementary School will promote inquiry and provide an international awareness while educating our children to become lifelong learners.

Curriculum Objectives 3rd Grade: Quarter 1



A WCPSS International Baccalaureate PYP Magnet School

This brochure is designed to share common core standards and benchmarks with our families. Your understanding of what your child is expected to learn at each grade level is essential as we work together to reach your child's learning potential.

Language Arts

Key Ideas & Details

RL3.1 and RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL3.2 Recount stories, including fables and folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Foundational Skills

RF3.3a Know and apply grade-level phonics and word analysis in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF3.3c Know and apply grade-level phonics and word analysis in decoding words. Decode multi-syllable words.

RF3.4b Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.

RF3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

W3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.

W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W3.3c Use temporal words and phrases to signal event order.

W3.3d Provide a sense of closure.

W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Language

L3.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L3.1c Use abstract nouns (e.g., childhood).

L3.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the simple (e.g., I walked; I walk; I will walk) verb tense. L3.1i - Produce simple, compound, and complex sentences.

L3.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.

Language Continued

L3.2c Use commas and quotation marks in dialogue.

L3.2f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.

L3.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).

Speaking and Listening

SL3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.