Farmington Woods IB/PYP
3rd Grade Curriculum
Standards Quarter 1

Literacy

Reading Literature

RL3.1 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, 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.

RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text

RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Reading Fluency and Foundational Skills

RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Language

L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Speaking and Listening

SL.3.1 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Math

Place Value and Addition and Subtraction
NBT.1- Work to round numbers to the nearest 10 or 100 based on what they know about the place value of the digits in the numbers. They use number lines as a tool to do this.

NBT.2- Use multiple strategies to add and subtract numbers through 1000. These strategies rely on aspects of place value and help students visualize the ungrouping and regrouping needed to make new 10s and 1s as needed.

Geometry
3.G.1- Categorize and classify shapes in categories (rhombuses, rectangles, and others) based on the attributes of shapes, such as how many sides, corners, etc. Students will focus on different types of quadrilaterals.

Multiplication and Division
3.OA.1- Understand that 5X7 is the same as 5 groups of 7 objects.

3.OA.5- Apply properties of operations to multiply and divide. For example, If $6 \times 4 = 24$, then $4 \times 6 = 24$ (Commutative Property) and if $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative Property) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

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 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 (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Science

How the World Works-- Objects in The Sky
3.E.1 Recognize the major components and patterns observed in the Earth/Moon/Sun system.

3.E.1.1 Recognize that the Earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the Earth is the third planet from the sun in our solar system.

3.E.1.2 Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.

Social Studies

How We Express Ourselves-- Cultures and artistic expression
3.C.1 Understand how diverse cultures are visible in local and regional communities.

3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.

3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.

3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).