3rd grade Standards Overview for Parents

Third grade is a crucial period in students’ learning as they become more independent and mature learners. In 3rd grade, students progress from practicing basic skills to mastering them and moving on to further developing more complex skills. Third graders become more advanced readers, writers, mathematicians, and thinkers, digging deeper into topics and beginning to analyze what they learn.  In third grade students are required to articulate their thinking (which is quite challenging). In third grade your child will be required to take on more responsibility regarding using time wisely and getting assignments in by designated due dates. This step toward independence is exciting and challenging!

During your child’s 3rd grade year, they will be working to master the following concepts:

**Religion**

**\*\*\***For a comprehensive listing of Diocesan Standards, please visit: [www.dioceseoflansing.org/education/catholic-school-curriculum](http://www.dioceseoflansing.org/education/catholic-school-curriculum)

* Teachers reference: Religion: https://dioceseoflansing.rubiconatlas.org
* Subject area overview: God is present in our lives and in our community. In third grade students come to know God as the Father, Son and Holy Spirit.  Greater awareness of Jesus Christ presents in God’s word in the Scripture readings at Mass, in the Eucharist and in the parish community. Develop a relationship with God through prayer, praise, thanksgiving, and creative movement. Recognize the importance of God in intellectual, social, moral and religious development.
  + **Profession of Faith**
    - Identify God’s creation as consisting of visible and invisible; heavens, earth, angels, humans beings, and all living things.
    - Understand the Bible as the Word of God
    - Holy Trinity
      * God as Creator of heaven and earth
      * God’s call to know, love and serve the Lord, love one another, respect all creation and share eternal life with God
      * Describe Jesus as 2nd in Trinity
      * Understand Jesus’ public life, ministry and Baptism
      * Identify the Pascal Mystery
      * Faith is made possible through the 3rd person in the Trinity- Holy Spirit
    - Mary Mother of God
      * Mary as a role model of obedience, prayer and faith
      * Stories of her Annunciation and Visitation
      * Celebrate devotion to Mary during May including praying the Rosary
    - Holy Catholic Church
      * Community of believers united in Christ – a family
      * Explain all members are called by Baptism to proclaim and share the Good New among all nations and cultures.
      * Understand the Church as Diocese / Parish
    - Saints
      * Identify Saints as models/witnesses of Christian life and intercessors
      * All God’s children are called to be Saints
  + **Celebration of Christian Mystery**
    - Seven Sacraments of the Catholic Church
    - Understand the importance and participate in Reconciliation
    - Participate and learn the parts of Mass along with learning the meaning of gestures; kneeling, bowing, singing.
  + **Life in Christ**
    - We are made in God’s image
      * Giving of one’s self in time talent and treasure
      * Identify rights and responsibilities of membership in: family, neighborhood, parish,  faith community.
    - Beatitudes
    - Virtues
    - Christian behavior - Ten Commandments God’s Laws of Love
  + **Christian Prayer**
    - Define prayer as speaking with and listening to God.
      * Learn four types of prayer
      * Learn and memorize various prayers
      * Identify many ways to pray; singing, meditating, listening, thinking, reading, gestures, reflecting and movement
    - Recognize that God calls us to a relationship with Him through prayer
    - Jesus gives us the perfect example of prayer
    - Liturgical prayers following the seasons of the Church
    - Blessings and Adoration

**ELA**

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* **Teachers reference:** [**https://www.michigan.gov/documents/mde/MDE\_ELA\_Standards\_599599\_7.pdf**](https://www.michigan.gov/documents/mde/MDE_ELA_Standards_599599_7.pdf)
* In third grade students begin taking a deeper look into literature and nonfiction text.  Third graders are independent readers and begin reading to learn as opposed to learning to read.   Students are making the transition to independence. Third graders begin building higher level thinking skills. In third grade students provide evidence (illustrations, quotes, key words) for their thinking regarding the text.
  + **Reading: Literature**
    - Ask and answer questions to show understanding of the text
    - Investigate fables, folktales, and myths from different cultures
    - Look closely at the characters in stories
    - Identify the point of view
    - Introduced to theme
    - Compare and Contrast characters, setting, theme
  + **Reading: Informational Text**
    - Ask and answer questions, providing evidence from the text for answers
    - Find main ideas and key details from the text
    - Understand events in a series
    - Understand domain words in subject areas (Science and Social Studies).  Use domain words properly in speaking and writing.
    - Identify and use text features to locate and give information
    - Use information from illustrations, maps, and photographs to show understanding
    - \*\*Read grade level text books independently  (Science/Social Studies)
  + **Reading: Foundational Skills**
    - Learn the meaning of common prefixes and suffixes
    - Decode multisyllable words
    - Read irregularly spelled words
    - Read grade level text with accuracy and fluency
  + **Writing—Third graders learn that all text should have introduction, body, and conclusion supported by transitions, linking words, and phrases.**
    - Opinion writing—Students will write opinion pieces on a topic supporting a point of view with reasons
    - Informational Writing—Third graders will write an informative text on topic with supporting ideas, definitions, and facts.
    - Narrative writing—Third graders write narratives with real or imagined experiences.  They must be ale to express:
      * Organized events
      * Dialogue
      * Thoughts and feelings
    - Writers will plan, draft, revise, and edit with help from peers and/or adults.
    - Research project to develop knowledge
      * Put research into third grade language using their own words
  + **Speaking and Listening**
    - Engage in collaborative discussions with partners, small groups, and whole group on third grade topics.
      * Follow discussion rules
      * Ask questions pertaining to topic
      * Explain ideas
    - Determine main ideas of read aloud text using clues (illustration, dialogue, etc.)
    - Ask and answer questions from a speaker appropriate to grade level topic
    - Report on a topic or text, tell a story or recount with appropriate amount of detail
    - Demonstrate fluid reading
    - Speak in complete sentences
  + **Language**
    - Proper command of the conventions of standard English Grammar in speaking and listening
      * Parts of speech—nouns, pronouns, verbs, adjectives, adverbs
      * Regular and irregular plural nouns
      * Abstract nouns (childhood, justice, etc)
      * Irregular and regular verbs
      * Simple verb tenses (walked, walk, will walk)
      * Conjunctions
      * Simple, compound, and complex sentences
      * Comparative and superlative adjectives and adverbs
    - Conventions when writing
      * Capitalization of appropriate words
      * Commas—in addresses, dialogue
      * Possessives
      * Correct spelling of HFW, domain words, and adding suffixes to base words (happiness, smiled, cries)
      * Use spelling patterns
      * Dictionary skills—guide words, definitions, and spelling
  + Vocabulary
    - Multiple meaning words
    - Use context clues to find meanings
    - Affix, root words
    - Use glossary and dictionary to clarify word meaning
    - Literal and nonliteral meaning (Idioms)
    - Use and understand grade specific domain vocabulary

**Math**

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* **Teachers reference:** **Math: https://dioceseoflansing.rubiconatlas.org**

Subject area overview: In third grade focus is on developing understanding of multiplication and division. First, conceptually by using a variety of representations for multiplication and division including models, drawings, equation, and manipulative – putting objects together and taking apart. Students achieve fluency of facts through 144 using strategies, place value and understanding the relationship between multiplication and division. Develop an understanding of fractions, especially unit fractions in relation to the whole and the relationship of relative size compared to fraction. Identify geometric shapes by attributes; understand concepts of area and perimeter. Solve word problems using four operations. Interpret graphs, maps and charts. Solve problems involving measurement, estimation, and intervals of time, liquid volume and mass of objects.

* + **Numbers and Operations** 
    - Place Value--Identify place value of digit and its value (746, 4 is the tens place, value 40), read and write numbers to 10,000’s in standard, written, and expanded form, place value to 1,000
    - Addition/subtraction--Maintain addition and subtraction facts with quick, accurate recall, fluently add and subtract within 1,000 using different strategies, solve one and two step word problems using +/-, identify number patterns in addition, subtraction.

Multiplication/division--**Memorize** basic multiplication facts within 144, calculate simple products and quotients up to 3 digit when involving multiples of ten (6X20=120), **DOL.3.NO.03.03 and 04?,** Inverse operations (fact families), Understand remainders, Factor pairs, whole numbers as multiple of factors, number patterns in multiplication/division

* + - Understand fractions—part/whole relationship, numerator/denominator, equivalent fractions on a number line, comparing fractions by looking at numerator and denominator, represent fractions on a number line, express whole numbers as fractions, add and subtract fractions with equal denominators.
  + **Measurement**
    - Time--Tell time to the nearest minute & elapsed time in hours and minutes, solve word problems using addition and subtraction to tell time on a clock
    - Measure length using rulers to the ½ and ¼ inch.
    - Measure and estimate volume and masses of objects using standard and customary units
    - Solve addition and subtraction problems in mixed units for length, weight and time
    - Understand relationships between sizes of standard units
    - Know benchmark temps (freezing and boiling in F and C)
    - Solve problems (without manipulatives) involving money.
  + **Geometry**
    - Identify points, line segments, lines, and distances, perpendicular and parallel lines, parallel faces of rectangular prisms
    - Identify, describe, and compare two dimensional shapes
    - Compose and decompose triangles and rectangles to form other shapes
    - Identify, describe, and classify three-dimensional solids
    - Understand that a circle equals 360 degrees, find angles within
    - Area and Perimeter
      * Solve real world problems involving perimeter of polygons
      * Understand square units
      * Find the area of a rectangle
      * Use models to represent mathematical reasoning
  + **Algebraic Reasoning** 
    - Continue to develop algebraic reasoning
  + **Data, Probability, and Statistics**
    - Draw a pictograph and bar graph to scale representing several categories
    - Show data using a line plot
    - Solve problems using a variety of graphs
  + **Mathematical Practices**
    - Use a variety of strategies to problem solve, explain reasoning, accurately provide answers, communicate thinking, understand how ideas connect, model mathematical ideas

**Science**

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* Students are focusing on creating models, reading and interpreting data, identifying cause and effect, noting change, making predictions, identifying problems, and designing solutions for the following subject matter.
  + **Follow NGSS disciplinary core ideas**  <https://www.nextgenscience.org/sites/default/files/AllDCI.pdf>
  + **Motion and Stability: Forces and Interactions**
    - Forces have strength and direction when applied to another object
    - An object’s motion can be observed and measured, future motion can be predicted
    - Electromagnetic forces
  + **Interdependent Relationships in Ecosystems**
    - Understand that what happens to a species is an indirect/direct result of earth’s changes (cause and effect)
    - Environmental changes affect how organisms survive, reproduce, and adapt
      * Some animals become extinct as a result of environmental changes
    - Animals live in groups
    - Variety of habitats on earth
  + **Inheritance and variation of traits: Life cycles and traits**
    - Organisms have unique and diverse life cycles but all have common birth, growth, reproduction, and death
    - Plants and animals inherit traits from parents
    - Different organisms vary in how they look and function due to inherited information
  + **Weather and Climate**
    - Read and create graphs to describe typical weather patterns
    - Past weather patterns predict future weather patterns
    - Humans make decisions to reduce impact of natural hazards

**Social Studies**

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* Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.
  + **History:** 
    - Identify questions examining the past of Michigan
    - Understand primary and secondary resources
    - Understand cause and effect relationships between historical events
    - Read traditional stories of American Indians who lived in Michigan
    - Use informational text to compare American Indians and Settlers changed and adapted Michigan
    - Describe interactions between European explorers and Native Americans.
    - Understand daily life in Michigan pre-statehood
    - Create a timeline of major events
  + **Geography**:
    - Use cardinal directions
    - Use maps to identify and describe characteristics of Michigan
    - Describe how Michigan can be divided into regions
    - Describe different types of economic activities according to regions
    - Human Systems
      * Describe Michigan diversity and why certain groups settled in Michigan
      * Describe movements of goods, people, and jobs in Michigan
      * Understand cultural aspects of Modern American Indian Life
    - Name natural resources found in Michigan and their use
  + **Civics and Government:**
    - Explain why people create governments
    - Values and principles of Michigan Govt.
    - State vs. Local govt.
    - Identify three branches
    - Identify how state court functions to solve conflicts
    - Michigan Constitution
    - Identify rights and responsibilities of citizenship
  + **Economics:**
    - Explain how supply and demand affect opportunity, costs, and choices of what is consumed in MI
    - Identify tax breaks as incentives
    - Natural resources and economic activity
    - Entrepreneurship in MI
    - Business development in MI future
    - Understand Michigan’s role in national and global economy
  + **Public discourse, decision making, and citizen involvement:**
    - Identify public issues pertaining to Michigan, evaluate resolutions and alternative resolutions
    - Michigan public policy
    - Participate in projects to help or inform others about a public issue