What is my child learning in the 1ˢᵗ Trimester of 3ʳᵈ Grade?

Reading & Writing:

- Read 3ʳᵈ grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(3.RF.5(1))**
- Make predictions about what they read. **(PTS:3.2.4)**
- Change predictions as they read and learn new information. **(PTS:3.2.4)**
- Identify the problem (conflict) and resolution (solution) in a story. **(PTS:3.3.8)**
- Ask and answer questions about a story, text, or passage to show understanding of important details in it. (Who was the story about? Why did _____ happen?) **(3.RN.2.1(1))**
- Locate and point to evidence in the text being read to support their answers. **(3.RN.2.1(1))**
- Know that *headings, captions, charts, maps, illustrations, and table of contents* are parts of a text that provide clues and information to what the text is all about. **(3.RN.3.1)**
- Be able to tell the difference between a fact and an opinion. **(3.RN.4.1)**
- Explain how an author uses reasons and facts to make a point and support that point. **(3.RN.4.1)**
- Use context clues (words and sentences around unknown words) to determine the meaning of unknown words or the meaning of what is being read. **(3.RV.2.1.(1))**
- Use text features like *maps, charts, captions, illustrations, and headings* to determine the meaning of unknown words. **(3.RV.2.1.(1))**
- Identify and know the different ways to use words with multiple meanings. **(3.RV.2.2)**
  *Kyle had to **change** his clothes after getting wet in the storm.*
  *Layla received **change** from the cashier after buying groceries.*
- Know the relationship between synonyms (words that mean the same), antonyms (opposites), and homophones (sound the same, but have different meanings). **(3.RV.2.2)**
- Write stories that introduce: who is telling the story (narrator), when and where the story takes place (setting), and who the characters are. **(3.W.3.3)**
- Sequence stories in proper and logical order. **(3.W.3.3)**
- Show the ability to capitalize, punctuate, and spell well and accurately. **(3.W.6.2(1))**

Math:

- Use estimation to determine is answers to an addition or subtraction problem are reasonable or not. **(PTS:3.2.7)**
- Read and write numbers up to 10,000 using written, standard, and expanded forms. **(3.NS.1)**
     Written form: eighty-five thousand, nine hundred seven
     Standard form: 85,907
     Expanded form: 80,000 + 5,000 + 900 + 0 + 7
- Compare two numbers up to 10,000 like *9,157 and 9,571 and* determine which is greater than (bigger), less than (smaller), or equal to (same), using the correct symbol (>, <, =). **(3.NS.2)**
- Round 2-digit and 3-digit numbers to the nearest 10. **(3.NS.9)**
  (*What is 87 rounded to the nearest 10? The answer is 90.)*
  (*What is 874 rounded to the nearest 10? The answer is 870.)*
- Round 2-digit and 3-digit numbers to the nearest 100. **(3.NS.9)**
  (*What is 56 rounded to the nearest 100? The answer is 100.)*
  (*What is 749 rounded to the nearest 100? The answer is 700.)*
- Add and subtract numbers within 1,000, including carrying (addition) and borrowing (subtraction). **(3.C.1)**
- Find the value of any collection of bills and coins. **(3.M.4)**
- Use the ¢ for amounts less than $1.00. **(3.M.4)**
- Use the $ sign and decimal (.) for amounts of $1.00 or more. **(3.M.4)**
- Solve real-world problems to determine if there is enough money to make a purchase. **(3.M.4)**
- Solve real-world problems to determine how much change a person would get back. **(3.M.4)**
- Solve real world problems using various methods. **(PTS:3.6.1(1))**
- Use a bar model to solve problems and explain solutions. **(PTS:3.PS.1(1))**

What is my child learning in the 2nd Trimester of 3rd Grade?

<u>Reading & Writing:</u>

- Read 3rd grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(3.RF.5(2))**
- Describe a characters traits (physical features, personality type), motivations (reasons for doing what he/she does), and feelings (emotions). **(3.RL.2.3)**
- Explain how a character's actions impact the storyline (plot). **(3.RL.2.3)**
- Ask and answer questions about a story, text, or passage to show understanding of important details in it. (Who was the story about? Why did _____ happen?) **(3.RN.2.1(2))**
- Locate and point to evidence in the text being read to support their answers. **(3.RN.2.1(2))**
- Determine the main idea of a story, text, or informational passage. **(3.RN.2.2)**
- Be able to state the important details that support the main idea of a story, text, or informational passage. **(3.RN.2.2)**
- Explain how the important details support the main idea of a story, text, or informational passage. **(3.RN.2.2)**
- Use the appropriate vocabulary to describe a series of historical events, scientific ideas, or concepts. **(3.RN.2.3)**
- Use context clues (words and sentences around unknown words) to determine the meaning of unknown words or the meaning of what is being read. **(3.RV.2.1(2))**
- Use text features like *maps, charts, captions, illustrations, and headings* to determine the meaning of unknown words. **(3.RV.2.1(2))**
- Use a known root word like *view* as a clue to the meaning of an unknown word like *review (view again)* or *preview (view before).* **(3.RV.2.4)**
- Recognize the meaning of idioms. **(3.RV.3.3)**
  ("*A piece of cake*" means something was easy.)
  ("*It cost an arm and a leg*" means something was expensive).
- Write informational pieces that introduce a topic, develop the topic using logical and appropriate details, connecting ideas to make sense, and concluding the writing with a sentence or paragraph. (Topic: Ways to Save Water) **(3.W.3.2)**
- Use abstract nouns and pronouns correctly in written sentences. **(3.W.6.1.a)**
- Write sentences that use regular verbs and irregular verbs (buy/bought). **(3.W.6.1b)**
- Write sentence that use comparative adjectives (bigger) and superlative adjectives (biggest). **(3.W.6.1c)**
- Write sentences that use adverbs. **(3.W.6.1c)**
  (*Lailani walked **quickly** to the grocery store Saturday afternoon).*
- Show the ability to capitalize, punctuate, and spell well and accurately. **(3.W.6.2(2))**

Math:

- Represent the concept of multiplication using: **(3.C.2)**
    a. Equal-Sized Groups (4 groups of 5 makes 20)
    b. Arrays (pictures drawn to show 4 groups of 5 making 20)
- Understand that any number multiplied by zero (0) equals zero (0). **(3.C.2)**
- Understand that any number multiplied by one (1) equals the number being multiplied by one (1). **(3.C.2)**
    (1 x 8 = 8   31 x 1 = 31   1 x 479 = 479)
- Represent the concept of division using: **(3.C.3)**
    a. Sharing
        (There are 35 jellybeans. Share them equally between 7 people.)

    b. The inverse (opposite) of multiplication   *(10 ÷2 = 5 because 5 x 2 = 10)*

- Understand that any number divided by zero (0) equals zero (0). **(3.C.3)**
- Understand that any number divided by one (1) equals the number being divided by one (1). **(3.C.3)**
    (8 ÷ 1 = 8   31 ÷1 = 31   479 ÷1 = 479)
- Multiply and Divide within 100. **(3.C.5)**
- Determine the unknown number in a multiplication problem. *(9 x ____ = 72)* **(3.AT.5)**
- Determine the unknown number in a division problem. *(____ ÷ 8 = 8)* **(3.AT.5)**
- Identify number patterns up to 1000 using multiplication. **(3.AT.6)**
    (3, 9, 27, 81 – multiplying by 3)
- Create number patterns up to 1000 using multiplication. **(3.AT.6)**
    (210, 420, 840 – multiplying by 2)
- Extend number patterns up to 1000 using multiplication. **(3.AT.6)**
    (5, 25, 125, _____, _____ - multiplying by 5)
- Identify and describe *cube, sphere, prism, pyramid, cone, cylinder.***(3.G.1)**
- Recognize rhombuses, squares, and rectangles as quadrilaterals (4-sided shapes). **(3.G.2)**
- Draw rhombuses, squares, and rectangles. **(3.G.2)**
- Identify points, lines, and line segments. **(3.G.3)**
- Describe points (positions on a line), lines (never ending), and line segments (parts of a line). **(3.G.3)**
- Find the area of a rectangle. *(length x width = _____   OR   l x w = ____)* **(3.M.5)**
- Find the perimeter (add up all the sides) of polygons like *triangles, squares, rectangles, pentagons, and hexagons*. **(3.M.7)**
- Use a bar model to solve problems and explain solutions. **(PTS:3.PS.1(2))**
- Solve real world problems using various methods. **(PTS:3.6.1(2))**

What is my child learning in the 3rd Trimester of 3rd Grade?

Reading & Writing:

- Read 3rd grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(3.RF.5(3))**
- Retell folktales, fables, and tall tales. **(3.RL.2.2)**
- Be able to identify the theme (lesson to be learned) in folktales, fables, and tall tales. **(3.RL.2.2)**
- Ask and answer questions about a story, text, or passage to show understanding of important details in it. (Who was the story about? Why did _____ happen?) **(3.RN.2.1(3))**
- Locate and point to evidence in the text being read to support their answers. **(3.RN.2.1(3))**
- Use context clues (words and sentences around unknown words) to determine the meaning of unknown words or the meaning of what is being read. **(3.RV.2.1(3))**
- Use text features like *maps, charts, captions, illustrations, and headings* to determine the meaning of unknown words. **(3.RV.2.1(3))**
- Properly use printed or digital materials to assist in determining the meaning of unknown words and phrases. **(3.RV.3.5)**
- Write persuasive pieces that state an opinion on an issue, support the opinion in an organized and logical way with statements and reasons, and provide a closing argument for the stated opinion. **(3.W.3.1)**
- Show the ability to capitalize, punctuate, and spell well and accurately. **(3.W.6.2(3))**
- Tell the difference between messages in the media. **(3.ML.2.1)**
  (*Is the message's purpose to inform me, persuade me, or entertain me?*)
- Reads and understands material at the expected grade level or above **(PTS:3.com.1)**

Math:

- Recognize simple equivalent fractions like ¼ is equivalent to 2/8. **(3.NS.7)**
- Make simple equivalent fractions. **(3.NS.7)**
- Explain why the fractions are equivalent. **(3.NS.7)**
- Compare two fractions with same numerator (top part of the fraction) OR the same denominator (bottom part of the fraction) and use greater than (>), less than (<), or equal to (=). **(3.NS.8)**
- Know basic multiplication facts 0 to 10. **(3.C.6)**
- Know basic division facts 0 to 10. **(3.C.6)**
- Solve story problems that require two steps. **(3.AT.3)**
  (Haley bought 7 bags of apples. There were 9 apples in each bag. Haley used 15 of the apples to make homemade applesauce. How many apples did she have left?)
- Measure to the nearest quarter-inch (1/4). **(3.M.2)**
- Measure and estimate objects to the nearest pound. **(3.M.2)**
- Measure and estimate temperature in degrees Fahrenheit. **(3.M.2)**
- Tell time to the nearest minute using AM and PM correctly when looking at analog (clocks with hands) or digital (clocks with numbers). **(3.M.3)**
- Solve real-world problems involving adding and subtracting time. **(3.M.3)**
  (Yusef spent 45 minutes on his homework, and after that had dinner with his family. Dinner was 35 minutes. How much time did Yusef spend doing both?)
  (Paige was given an hour and a half to shop at the mall with her friends. Her and her friends shopped for 75 minutes. How much time did Paige have left?)
- Create a picture graph with an appropriate scale to represent data. **(3.DA.1)**
  (What is your favorite season? Spring, Summer, Fall or Winter. Draw flowers to represent the people who prefer Spring, draw suns to represent those who prefer Summer, etc.)
- Create a bar graph with an appropriate scale to represent data. **(3.DA.1)**
- Solve one- and two-step problems regarding the data answering questions like *"How many more?"* or *"How many less?"* **(3.DA.1)**
  Thirty-six people voted on their type of movie. Eighteen people preferred action. How many people preferred another type of movie?
- Show measurement data on a line plot using whole numbers, halves, and quarters. **(3.DA.2)**
- Use a bar model to solve problems and explain solutions. **(PTS:3.PS.1(3))**
- Solve real world problems using various methods. **(PTS:3.6.1(3))**