

## Getting Ready for Third Grade

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines and provide a quiet, well lit workplace. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing the answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Read children's literature together with your child and talk about books each day. Your child's teacher can suggest books that would be a 'good fit.'
- Have your child read aloud to you or a sibling, celebrating his or her developing ability.
- Encourage personal connections to books by asking your child which characters are most like him or her and what parts of the story seem realistic.
- Share everyday writing activities, such as letters, invitations and thank-you notes.
- Give your child a writer's notebook. Encourage him or her to record ideas for poems or stories, descriptions of people and places and any other thoughts that could be interesting to write about.
- Visit the library often with your child. Discuss his or her reasons for choosing a certain book.
- Let your child see you reading and writing for many reasons, and encourage him or her to join in. Read recipes, instructions, magazines and advertisements together as part of your daily routine.
- Begin to involve your child in scheduling his or her own time, such as homework, TV, etc.
- Have your child participate in activities involving money, such as shopping, managing an allowance and rolling coins.
- Play board and card games that involve taking turns and following rules.
- Encourage your child to explore and explain different ways to solve arithmetic problems, rather than just drilling number facts.
- Involve your child in "real-life" measuring experiences such as cooking, keeping a record of height and weight and checking the time.

## WHAT DID YOU LEARN IN SCHOOL TODAY?

What EVERY student will know and be able to do in SUSD!

### THIRD GRADE

- ◆ ENGLISH LANGUAGE ARTS
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ TECHNOLOGY



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Engage, educate and empower  
every student, every day.

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## A Message to the Reader

This brochure provides a summary of the standards and skills in English/Language Arts, Mathematics, Science and Social Studies that students should acquire by the end of third Grade in the Scottsdale Unified School District. The brochure explains what students are expected to know and be able to do in order to be best prepared for fourth grade.

The performance outcomes listed in this brochure are taken from the Arizona Academic State Standards. These outcomes reflect the goals of the educational community to ensure a quality curriculum for all students in SUSD.

Note: The information in this brochure will be updated annually over the next three years to reflect SUSD's transition to the Next Generation Science Education Standards.

## English Language Arts

*By the end of the school year, my student will be able to:*

### READING

Read on-level text with purpose, accuracy and fluency (literature and informational texts);

#### Literature Texts

- ask and answers questions explicitly referring to text as basis for answers;
- recount stories, fables, myths, folktales, determining central message or moral and explaining how it is conveyed through details;
- compare/contrast theme, settings, plots of stories written by same author;

#### Informational Texts

- ask and answer questions explicitly referring to text as basis for answers;
- identify main idea and key details explaining how details support main idea;
- determine meaning of academic and domain-specific words/phrases;
- describe logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third);

#### Phonics

- know meaning of common prefixes and derivational suffixes;
- decode words with common Latin suffixes;
- decode multiple syllable words;
- read irregularly spelled words;

### WRITING

- compose opinion pieces of writing: introduce topic, state opinion, create organizational structure, include reasons to support opinion, use linking words and conclusion;
- compose informative/explanatory texts: introduce topic, group related information, develop facts and details, use linking words and conclusion;
- compose narrative texts: establish a situation, include details and a clear sequence of events; describe actions, thoughts and feelings of characters;
- plan, revise and edit using peer and adult feedback to develop and strengthen writing;
- independently conduct short research projects that build knowledge about topics;

### SPEAKING AND LISTENING

- participate in collaborative conversations about a topic/text: come prepared having read/studied required material; explicitly draw on texts to

## English Language Arts (Continued)

- explore ideas under discussion;
- ask and answer questions about information heard from a speaker/classroom discussion offering appropriate elaboration/details that build on what others have said;
- speak clearly in complete sentences at an understandable pace and include relevant facts and details appropriate to task and situation;

### LANGUAGE

- explain function of parts of speech in sentences (e.g., nouns, pronouns, verbs, adjectives, adverbs);
- use regular/irregular/plural/abstract nouns/verbs, verb tenses, subject-verb/pronoun-antecedent agreement, comparative/superlative adjectives/adverbs when writing or speaking;
- produce and use simple, compound and complex sentences and coordinating/subordinating conjunctions;
- capitalize titles, correctly use commas in addresses, correctly use quotation marks and form possessives;
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns/generalization and consult reference materials for other types of words;
- determine/clarify meaning of unknown and multiple-meaning words and phrases using sentence level context clues, affixes, word roots and reference materials; make connections between words and understand finer distinction on meaning of near-synonyms.

## Mathematics

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

*By the end of the school year, my student will be able to:*

### Operations and Algebraic Thinking

- represent and solve problems involving multi-

plication and division;

- understand properties of multiplication and the relationship between multiplication and division;
- multiply and divide within 100;
- solve problems involving the four operations and identify and explain patterns in arithmetic;

### Number and Operations in Base Ten

- use place value understanding and properties of operations to perform multi-digit arithmetic;

### Number and Operations—Fractions

- develop an understanding of fractions as numbers;

### Measurement and Data

- solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects;
- represent and interpret data;
- geometric measurement: understand concepts of area and relate to multiplication and addition;
- geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures;

### Geometry

- reason with shapes and their attributes.

### Third graders will use the following eight standards for mathematical practices:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

## Science

*By the end of the school year, my student will be able to:*

- observe, ask questions and make predictions;
- participate in planning and conducting investigations and recording data;
- organize and analyze data; compare to predictions;
- communicate results of investigations;
- identify individual and cultural contributions to scientific knowledge;
- understand how science is a process for generating knowledge;
- describe the interactions between human populations, natural hazards and the environment;
- understand the impact of technology;
- understand that basic structures in plants and animals serve functions;
- understand the life cycles of plants and animals;
- understand the relationships among various organisms and their environment;
- identify plant and animal adaptations;
- investigate different forms of energy;
- identify the basic properties of Earth materials.

## Social Studies

*By the end of the school year, my student will be able to:*

### American History

- recognize that European countries explored the New World for economic and political reasons;
- discuss European explorers and their discoveries in and impact on the New World;
- recognize the issues associated with the Civil War;
- discuss the contributions of key people during the Civil War;
- discuss reasons why people immigrated to the United States and their experiences once they arrived;
- recognize that individuals supported the rights and freedoms of others;
- recognize the importance of historical research;
- discuss current events and their connection to historical events and issues;

### World History

- recognize the contributions of Ancient Greece and important Greeks to the modern world;
- recognize the contributions of Ancient Rome and important Romans to the modern world;
- discuss European global explorations;

### Civics/Government

- identify and describe symbols and traditions of the United States;
- discuss the three branches of local state and national government;
- identify the basic concept of how laws are made;
- describe the rights and responsibilities of citizenship;

### Geography

- construct maps using symbols to represent human and physical features;
- construct charts and graphs to display geographic information;
- describe how physical and human characteristics of places change from past to present;
- describe changes over time in transportation and communication systems;
- describe ways of protecting natural resources;

### Economics

- discuss how producers use natural, human and capital resources to create goods and services;
- discuss different ways individuals can earn money;
- discuss costs and benefits of personal spending and saving choices.