

WSFCS English/Language Arts Standards for Highly Academically Gifted Third Grade

| First Quarter Expectations | Second Quarter Expectations | Third Quarter Expectations | Fourth Quarter Expectations |
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| <p>*Reading:</p> <ul style="list-style-type: none"> Increases sight vocabulary, reading vocabulary and writing vocabulary through extensive reading and discussions Uses context clues and structural analysis (roots, prefixes, suffixes, and apposition) to identify unfamiliar words Examines author’s craft to expand reading and speaking vocabulary. Uses word reference materials (e.g., dictionary, glossary, and thesaurus) to confirm decoding skills, verify spelling, extend meanings of words, and comprehend unfamiliar words Reads independently daily from self-selected materials (consistent with the student’s independent reading level). Draws conclusions and generalizations by referencing the text Summarizes main ideas and relevant information from fiction and nonfiction to clarify and retain information and ideas Analyzes and integrates information from multiple sources Conducts research for projects through the use of technological and informal tools. | <p>*Reading:</p> <ul style="list-style-type: none"> Increases sight vocabulary, reading vocabulary and writing vocabulary through extensive reading and discussions Identifies and interprets elements of fiction and nonfiction and support by referencing the text including: identifying the theme or moral of a text, identifying main idea, cause and effect relationships, distinguishing facts from opinions, understanding point of view (author and character), and understanding the author’s use of figurative language Reads independently daily from self-selected materials (consistent with the student’s independent reading level) Considers the ways language and visuals bring characters to life, enhance plot development, and produce a response Reads and interprets various genres including fiction, nonfiction, poetry, and drama. Reads independently daily from self-selected materials Conducts research for projects through the use of technological and informal tools | <p>*Reading:</p> <ul style="list-style-type: none"> Integrates prior experiences and all sources of information in the text when reading orally or silently Increases sight vocabulary, reading vocabulary and writing vocabulary through extensive reading and discussions Reads independently daily from self-selected materials (consistent with the student’s independent reading level) Uses metacognitive strategies to comprehend text and to clarify the meaning of vocabulary Interacts with the text before, during, and after reading, listening or viewing to locate information, confirm or revise predictions, and make connections with previous experiences, information and ideas Reads a variety of texts including nonfiction (biographies, letters, articles, charts, graphs) and poetry (proverbs, riddles, limericks, poems) Understands author’s use of figurative language (simile, metaphor, imagery) | <p>*Reading:</p> <ul style="list-style-type: none"> Applies phonics and structural analysis to decode words including: identifying roots, suffixes, prefixes, less common vowel patterns, and syllable breaks Infers word meanings from taught roots, prefixes, and suffixes to assist with comprehension of the text Increases sight vocabulary, reading vocabulary and writing vocabulary through extensive reading and discussions Reads independently daily from self-selected materials (consistent with the student’s independent reading level) Interacts with the text before, during, and after reading, listening or viewing to locate information, confirm or revise predictions, and make connections with previous experiences, information and ideas Reads a variety of texts, including: fiction (fantasy, fairy tales, fables, and tall tales) and nonfiction Identifies attributes of various genres and applies to a wide variety of reading materials |

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| <p>*Language Arts:</p> <ul style="list-style-type: none"> • Applies strategies and skills to create oral and written texts and present information in a sequenced, logical manner • Uses oral and written language to present information and ideas to participate in discussions, interview, solve problems, and make decisions • Shares oral and written presentations in a variety of ways including presentations and publications • Makes oral and written presentations using visual aids with an awareness of purpose and audience • Identifies (with assistance) the purpose, the audience, and the appropriate form for the oral or written task • Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms • Uses correct capitalization and punctuation • Creates readable documents with legible handwriting and/or word processing | <p>*Language Arts:</p> <ul style="list-style-type: none"> • Uses oral and written language to present information and ideas in a sequential and logical manner • Shares written and oral products in a variety of ways • Produces written products that follow the conventions of particular genres including fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms • Explores technology as a tool to create a written product and uses technology to gather, organize, and present information • Proofreads own writing for spelling and corrects most misspellings independently with appropriate resources • Edits (with assistance) writing conventions • Uses correct capitalization and punctuation when writing • Creates readable documents with legible handwriting and /or word processing | <p>*Language Arts:</p> <ul style="list-style-type: none"> • Uses oral and written language to answer open-ended questions, report information, and explain own learning • Reads aloud grade-appropriate text with fluency, comprehension, expression, and demonstrates an awareness of volume and pace • Shares oral and written presentations in a variety of ways • Focuses reflection and revisions on target elements • Produces work that follows the conventions of particular genres • Explores technology as a tool to create a written product, gather, organize, and present information • Demonstrates understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in speaking • Composes multiple paragraphs on a topic • Creates readable documents with legible handwriting and/or word processing | <p>*Language Arts:</p> <ul style="list-style-type: none"> • Uses oral and written language to answer open-ended questions, report information, and explain own learning • Focuses reflection and revision (with assistance) on target elements in writing by using more complex sentences and strengthening word choice • Produces written products that follow the conventions of particular genres including short reports • Shares oral and written presentations in a variety of ways • Shares self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations)> • Proofreads own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls) • Uses correct capitalization and punctuation. • Uses correct subject/verb agreement • Creates readable documents with legible handwriting and/or word processing. |

WSFCS Mathematics Standards for Highly Academically Gifted Third Grade

| First Quarter Expectations | Second Quarter Expectations | Third Quarter Expectations | Fourth Quarter Expectations |
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| <p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops number sense for whole numbers through 9,999 <ol style="list-style-type: none"> 1. Connects model, number word, and number using a variety of representations 2. Builds understanding of place value (ones through thousands) 3. Compares and orders • Develops number sense for rational numbers 0.01 through 99,999 <ol style="list-style-type: none"> 1. Builds understanding of place value 2. Makes estimates of decimals in appropriate situations • Develops fluency with multi-digit addition and subtraction through 9,999: <ol style="list-style-type: none"> 1. Uses multiple strategies 2. Estimates sums and differences in appropriate situations 3. Shows relationships between addition and subtraction • Develops fluency with multiplication (1x1 to 12x12) and division up to two-digit by one-digit numbers using: <ol style="list-style-type: none"> 1. Strategies for multiplying and dividing 2. Relationships between operations • Uses basic properties (identity, commutative, associative) for addition, subtraction, multiplication, and division | <p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops fluency with multiplication (1x1 to 12x12) and division up to two-digit by one-digit numbers using estimation of products and quotients in appropriate situations • Uses basic properties (identity, commutative, associative) for addition, subtraction, multiplication, and division • Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Solves problems involving elapsed time • Estimates and measures temperature (Fahrenheit, Celsius) • Develops strategies to determine area of rectangles and perimeter of plane figures • Solves problems involving perimeter of plane figures and areas of rectangles <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Describes and extends number patterns • Extends and finds missing terms in growing and repeating number patterns | <p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Uses models of fractions to explore relationships (halves, fourths, thirds, sixths, eighths) <ol style="list-style-type: none"> 1. Uses models and symbols to represent fractions 2. Compares and orders fractions 3. Models equivalent fractions 4. Extends relationships among fractions between zero and one to fractions between other consecutive numbers 5. Uses mixed numbers • Uses basic properties (identity, commutative, associative) for addition, subtraction, multiplication, and division • Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Solves problems using equivalent measures within same system • Estimates and measures using appropriate units <ol style="list-style-type: none"> 1. Capacity (cups, pints, quarts, gallons, liters) 2. Length (miles, kilometers) 3. Mass (ounces, pounds, grams, kilograms) | <p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Uses basic properties (identity, commutative, associative) for addition, subtraction, multiplication, and division • Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Uses appropriate vocabulary to compare, classify, and describe 2-dimensional and 3-dimensional figures • Describes relative position of lines using parallelism and perpendicularity • Identifies, predicts, and describes transformations of plane figures <ol style="list-style-type: none"> 1. Reflections 2. Translations 3. Rotations <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Describes and extends geometric patterns • Extends and finds missing terms in growing and repeating geometric patterns • Uses symbols to represent unknown quantities • Finds the value of an unknown |

WSFCS Mathematics Standards for Highly Academically Gifted Third Grade (cont'd)

| First Quarter Expectations | Second Quarter Expectations | Third Quarter Expectations | Fourth Quarter Expectations |
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| <p>*Mathematics: <u>Number & Operations (cont'd)</u></p> <ul style="list-style-type: none"> Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Geometry</u></p> <ul style="list-style-type: none"> Uses the coordinate system to describe locations and positions of points Draws figures in first quadrant Graphs and identifies points Describes the path between points <p><u>Data Analysis & Probability</u></p> <ul style="list-style-type: none"> Collects, organizes, analyzes, and displays data using circle graphs, tables, line graphs and bar graphs to solve problems Finds the number of permutations and combinations (arrangements) of up to three items to solve problems Solves probability problems involving permutations and combinations <p><u>Algebra</u></p> <ul style="list-style-type: none"> Uses symbols to represent unknown quantities Finds the value of an unknown | <p>*Mathematics: <u>Algebra (cont'd)</u></p> <ul style="list-style-type: none"> Uses symbols to represent unknown quantities Finds the value of an unknown | <p>*Mathematics: <u>Algebra</u></p> <ul style="list-style-type: none"> Uses symbols to represent unknown quantities Finds the value of an unknown | <p>*Mathematics: <u>Data Analysis & Probability</u></p> <ul style="list-style-type: none"> Describes data distribution using median, range and mode Designs experiments Lists all possible outcomes Lists probability of outcomes occurring |

WSFCS Science Essential Standards for Third Grade

| First Quarter Expectations | Second Quarter Expectations | Third Quarter Expectations | Fourth Quarter Expectations |
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| <p>*Science: Understands how plants survive in their environments</p> <ul style="list-style-type: none"> Remembers the function of the following structures as it relates to the survival of plants in their environments: roots – absorb nutrients, stems – provide support, leaves – synthesize food, and flowers – attract pollinators and produce seeds for reproduction Explains how environmental conditions determine how well plants survive and grow Summarizes the distinct stages of the life cycle of seed plants Explains how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants | <p>*Science: Understands the structure and properties of matter before and after they undergo a change</p> <ul style="list-style-type: none"> Recognizes that air is a substance that surrounds us, takes up space and has mass Compares solids, liquids, and gases based on their basic properties Summarizes changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water <p>Recognizes how energy can be transferred from one object to another</p> <ul style="list-style-type: none"> Recognizes that energy can be transferred from one object to another by rubbing them against each other. Recognizes that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer <p>Understands motion and factors that affect motion</p> <ul style="list-style-type: none"> Infers changes in speed or direction resulting from forces acting on an object Compares the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time Explains the effects of earth’s gravity on the motion of any object on or near the earth | <p>*Science: Recognizes the major components and patterns observed in the earth/moon/sun system</p> <ul style="list-style-type: none"> Recognizes 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 Recognizes 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 <p>Compares the structures of the Earth’s surface using models or three-dimensional diagrams</p> <ul style="list-style-type: none"> Compares Earth’s saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers) Compares Earth’s land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps | <p>*Science: Understands human body systems and how they are essential for life: protection, movement and support</p> <ul style="list-style-type: none"> Compares the different functions of the skeletal and muscular system Explains why skin is necessary for protection and for the body to remain healthy |

WSFCS Social Studies Essential Standards for Third Grade

| First Quarter Expectations | Second Quarter Expectations | Third Quarter Expectations | Fourth Quarter Expectations |
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| <p>*Social Studies: Understands the earth’s patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions)</p> <ul style="list-style-type: none"> • Finds absolute and relative locations of places within the local community and region • Compares the human and physical characteristics of places • Shows examples of ways people adapt to, change and protect the environment to meet their needs • Explains how the movement of goods, people and ideas impact the community • Summarizes the elements (cultural, demographic, economic and geographic) that define regions, community, state, nation and world • Compares various regions according to their characteristics | <p>*Social Studies: Understands how the location of regions affects activity in a market economy</p> <ul style="list-style-type: none"> • Explains how location impacts supply and demand • Explains how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns) <p>Understands entrepreneurship in a market economy</p> <ul style="list-style-type: none"> • Explains why people become entrepreneurs • Gives examples of entrepreneurship in various regions of our state • Applies skills in civic engagement and public discourse (school, community) <p>Understands the development, structure and function of local government</p> <ul style="list-style-type: none"> • Summarizes the historical development of local governments • Describes the structure of local government and how it functions to serve citizens • Understands the three branches of government, with an emphasis on local government <p>Understands how citizens participate in their communities</p> <ul style="list-style-type: none"> • Exemplifies how citizens contribute politically, socially and economically to their community • Exemplifies how citizens contribute to the well-being of the community’s natural environment | <p>*Social Studies: Understands how events, individuals and ideas have influenced the history of local and regional communities</p> <ul style="list-style-type: none"> • Explains key historical events that occurred in the local community and regions over time • Analyzes the impact of contributions made by diverse historical figures in local communities and regions over time • Lists examples of the ideas that were significant in the development of local communities and regions | <p>*Social Studies: Uses historical thinking skills to understand the context of events, people and places</p> <ul style="list-style-type: none"> • Explains change over time through historical narratives (events, people and places) • Explains how multiple perspectives are portrayed through historical narratives <p>Understands how diverse cultures are visible in local and regional communities</p> <ul style="list-style-type: none"> • Compares languages, foods and traditions of various groups living in local and regional communities • Exemplifies how various groups show artistic expression within the local and regional communities • Uses non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors) |

WSFCS Enrichment Areas Throughout the Year for Third Grade

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| <p>*Visual Arts</p> <ul style="list-style-type: none"> • Uses the language of visual arts to communicate effectively • Applies critical thinking skills to artistic expression through discussion and art making • Exemplifies connections between visual arts and other disciplines such as math, language arts, science, social studies, and the other arts • Evaluates personal work in progress and at completion through guided questioning • Consistently demonstrates an understanding of concepts taught in the classroom • Creates art using a variety of tools, media, and processes safely | <p>*Music</p> <ul style="list-style-type: none"> • Reads whole, half, dotted half, quarter, and eighth note and quarter rest duration in 2/4, 3/4, and 4/4 meters • Uses appropriate terminology in explaining music, music notation, music instruments and voices, and music performances • Participates in class through singing, moving, classroom activities and the playing of instruments | <p>*Physical Education/Healthful Living</p> <ul style="list-style-type: none"> • Demonstrates how words of praise can be used to encourage others • Demonstrates positive interactions with others • Demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining physical activity • Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the cumulative effect of physical activity • Understands four or more obesity prevention health behaviors • Uses technology to measure changes in heart rate before, during, and after physical activity • Understands four or more health-related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups • Demonstrates proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions as directed • Performs with a partner in a line, circle and folk dances • Demonstrates how to throw to a moving partner at varying distances • Applies the five manipulative skills in small-sided lead up games • Demonstrates all of the essential elements of the five manipulative skills with partners |
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