

### WSFCS English/Language Arts Standards for Third Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Applies phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes)</li> <li>• Integrates prior experiences and all sources of information in the text when reading orally and silently</li> <li>• Increases sight vocabulary, reading vocabulary and writing vocabulary through wide reading, word study, listening, and discussions</li> <li>• Reads independently daily from self-selected materials on student's independent level to increase fluency and extend vocabulary</li> <li>• Interacts with text by setting a purpose for reading, previewing the text, and making predictions</li> <li>• Reads a variety of texts including fiction, non-fiction, poetry</li> <li>• Identifies and interprets elements of fiction and non-fiction to determine author's purpose, plot, sequence, main idea, supporting details, facts and opinions</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Increases sight vocabulary, reading vocabulary and writing vocabulary through seminars and studying author's craft</li> <li>• Reads aloud grade-appropriate text with fluency, comprehension, and expression</li> <li>• Uses word reference materials (e.g., glossary, dictionary) to confirm decoding skills, verify spelling, and extend meanings of words</li> <li>• Reads a variety of texts, including poetry (proverbs, riddles, limericks, simple poems), fiction and non-fiction to increase fluency, extend background knowledge, and increase vocabulary</li> <li>• Draws conclusions, make generalizations, and gather support by referencing the text. (Make Inferences)</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Responds to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by relating plot, setting, and characters to own experiences and ideas</li> <li>• Reads grade level text fluently</li> <li>• Uses structural analysis, and context clues to identify unfamiliar words within the text</li> <li>• Identifies and interprets elements of fiction and nonfiction and support by referencing the text to determine the point of view (author and character) and author's use of figurative language (e.g., simile, metaphor, imagery)</li> <li>• Conducts research for assigned projects and self-selected projects (with assistance)</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads grade level text fluently</li> <li>• Uses a variety of strategies to read and understand unfamiliar words in the text</li> <li>• Uses metacognitive strategies to comprehend text (e.g., reread, read ahead, adjust reading speed, question, paraphrase, retell).</li> <li>• Reads a variety of texts, including fiction, non-fiction, poetry, and drama</li> <li>• Responds to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: considering the differences among genres, relating plot, setting, and characters to own experiences and ideas, considering main character's point of view and making inferences and drawing conclusions about characters and events</li> </ul>

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<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Applies strategies and skills to create oral and written texts</li> <li>• Uses oral and written language to present information and ideas to participate in discussions</li> <li>• Shares oral and written presentations in a variety of ways</li> <li>• Uses planning strategies (with assistance) to generate topics and organize ideas</li> <li>• Identifies (with assistance) the purpose, the audience, and the appropriate form for the oral or written task</li> <li>• Composes a variety of fiction, nonfiction, and poetry selections using self-selected topics and forms including: poems, simple narratives, short reports</li> <li>• Revises (with assistance) by clarifying ideas and sequencing events</li> <li>• Uses correct capitalization (e.g., geographical place names, holidays, titles)</li> <li>• Composes two or more paragraphs with topic sentence and supporting details</li> <li>• Creates readable documents with legible handwriting and/or word processing</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Uses oral and written language to present information and ideas in a sequential and logical manner</li> <li>• Focuses reflection and revision (with assistance) on target elements in writing by adding descriptive words and phrases</li> <li>• Produces written products that follow the conventions of particular genres such as a friendly letter</li> <li>• Explores technology as a tool to create a written product</li> <li>• Composes two or more paragraphs with appropriate, logical sentences and sufficient elaboration</li> <li>• Uses correct capitalization and punctuation when writing</li> <li>• Uses correct subject/verb agreement</li> <li>• Uses a number of strategies for spelling including sound and visual patterns</li> <li>• Edits products (with assistance) to use conventions of written language and format</li> <li>• Creates readable documents with legible handwriting and/or word processing</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Uses oral and written language to answer open-ended questions, report information, and explain own learning</li> <li>• Focuses reflection and revision (with assistance) on target elements in writing by using more complex sentences and strengthening word choice</li> <li>• Produces written products that follow the conventions of particular genres including personal narratives, directions or instructions, and a friendly letter</li> <li>• Shares oral and written presentations in a variety of ways</li> <li>• Proofreads own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls)</li> <li>• Demonstrates understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in speaking</li> <li>• Creates readable documents with legible handwriting and/or word processing</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Uses oral and written language to answer open-ended questions, report information, and explain own learning</li> <li>• Focuses reflection and revision (with assistance) on target elements in writing by using more complex sentences and strengthening word choice</li> <li>• Produces written products that follow the conventions of particular genres including short reports</li> <li>• Shares oral and written presentations in a variety of ways</li> <li>• Proofreads own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls)</li> <li>• Demonstrates understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in speaking</li> <li>• Uses correct capitalization and punctuation when writing</li> <li>• Uses correct subject/verb agreement</li> <li>• Creates readable documents with legible handwriting and/or word processing</li> </ul>

### WSFCS Mathematics Standards for Third Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops number sense for whole numbers through 9,999               <ol style="list-style-type: none"> <li>1. Connects model, number word, and number using a variety of representations</li> <li>2. Builds understanding of place value (ones through thousands)</li> <li>3. Compares and orders</li> </ol> </li> <li>• Uses properties for addition</li> <li>• Develops fluency with multi-digit addition and subtraction:               <ol style="list-style-type: none"> <li>1. Uses multiple strategies</li> <li>2. Estimates sums and differences in appropriate situations</li> <li>3. Shows relationships between addition and subtraction</li> </ol> </li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Geometry</b></u></p> <ul style="list-style-type: none"> <li>• Graphs and identifies points</li> <li>• Describes the path between points</li> </ul> <p><u><b>Data Analysis &amp; Probability</b></u></p> <ul style="list-style-type: none"> <li>• Collects, organizes, analyzes, and displays data (including circle graphs and tables) to solve problems</li> <li>• Finds the number of arrangements of up to three items to solve problems</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Uses symbols to represent unknown quantities</li> <li>• Finds the value of an unknown</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops fluency with multiplication and division facts (0-6):               <ol style="list-style-type: none"> <li>1. Uses strategies for multiplying and dividing</li> <li>2. Understands relationships between multiplication and division facts</li> </ol> </li> <li>• Uses properties for multiplication</li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Measurement</b></u></p> <ul style="list-style-type: none"> <li>• Solves problems involving elapsed time</li> <li>• Estimates and measures temperature (Fahrenheit, Celsius)</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Describes and extends number patterns</li> <li>• Extends and finds missing terms in growing and repeating number patterns</li> <li>• Prove number relationships using:               <ol style="list-style-type: none"> <li>1. Models, words, and numbers</li> <li>2. Order of operations and properties of numbers</li> </ol> </li> <li>• Uses symbols to represent unknown quantities</li> <li>• Finds the value of an unknown</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops fluency with multiplication and division facts (7-12):               <ol style="list-style-type: none"> <li>1. Uses strategies for multiplying and dividing</li> <li>2. Understands relationships between multiplication and division facts</li> <li>3. Uses strategies for dividing two-digit numbers by one-digit numbers</li> </ol> </li> <li>• Uses models of fractions to explore relationships (halves, fourths, thirds, sixths, eighths)               <ol style="list-style-type: none"> <li>1. Uses models and symbols to represent fractions</li> <li>2. Compares and orders fractions</li> <li>3. Models equivalent fractions</li> <li>4. Extends relationships among fractions between zero and one to fractions between other consecutive numbers</li> <li>5. Uses mixed numbers</li> </ol> </li> </ul> <p><u><b>Measurement</b></u></p> <ul style="list-style-type: none"> <li>• Estimates and measures using appropriate units               <ol style="list-style-type: none"> <li>1. Cups, pints, quarts, gallons, liters</li> <li>2. Miles and kilometers</li> <li>3. Ounces, pounds, grams, kilograms</li> </ol> </li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops fluency with multiplication and division</li> <li>• Uses basic properties for order of operations</li> </ul> <p><u><b>Measurement</b></u></p> <ul style="list-style-type: none"> <li>• Solves problems using equivalent measures</li> </ul> <p><u><b>Geometry</b></u></p> <ul style="list-style-type: none"> <li>• Uses appropriate vocabulary to compare, classify, and describe 2-D and 3-D figures</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Describes and extends geometric patterns</li> <li>• Extends and finds missing terms in growing and repeating geometric patterns</li> </ul>

**WSFCS Science Essential Standards for Third Grade**

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p><b>*Science:</b>  <b>Understands how plants survive in their environments</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Explains how environmental conditions determine how well plants survive and grow</li> <li>Summarizes the distinct stages of the life cycle of seed plants</li> <li>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</li> </ul>	<p><b>*Science:</b>  <b>Understands the structure and properties of matter before and after they undergo a change</b></p> <ul style="list-style-type: none"> <li>Recognizes that air is a substance that surrounds us, takes up space and has mass</li> <li>Compares solids, liquids, and gases based on their basic properties</li> <li>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</li> </ul> <p><b>Recognizes how energy can be transferred from one object to another</b></p> <ul style="list-style-type: none"> <li>Recognizes that energy can be transferred from one object to another by rubbing them against each other.</li> <li>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</li> </ul> <p><b>Understands motion and factors that affect motion</b></p> <ul style="list-style-type: none"> <li>Infers changes in speed or direction resulting from forces acting on an object</li> <li>Compares the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time</li> <li>Explains the effects of earth’s gravity on the motion of any object on or near the earth</li> </ul>	<p><b>*Science:</b>  <b>Recognizes the major components and patterns observed in the earth/moon/sun system</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Compares the structures of the Earth’s surface using models or three-dimensional diagrams</b></p> <ul style="list-style-type: none"> <li>Compares Earth’s saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers)</li> <li>Compares Earth’s land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps</li> </ul>	<p><b>*Science:</b>  <b>Understands human body systems and how they are essential for life: protection, movement and support</b></p> <ul style="list-style-type: none"> <li>Compares the different functions of the skeletal and muscular system</li> <li>Explains why skin is necessary for protection and for the body to remain healthy</li> </ul>

**WSFCS Social Studies Essential Standards for Third Grade**

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

**WSFCS Enrichment Areas Throughout the Year for Third Grade**

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