Mesquite ISD Curriculum Sequence
Third Grade - Third Reporting Period

English Language Arts/Reading

Reading

Monitor and clarify understanding of text read by asking and answering questions

summarize text maintaining meaning and sequence; make generalizations, draw conclusions and infer when reading; use text structure to assist comprehension; consider decisions authors make when writing a text;(author's purpose/craft) predict and set purposes for reading; identify themes of stories; determine the central idea of informational text; study literary elements, and the elements of drama; use visualization to deepen comprehension of text. Understand the author's use of figurative language. Identify the author's claim and the ideas that support it.

Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.

Word Study

Learn to use word parts: Greek and Latin roots (affixes and roots) and context to determine meaning of unknown words.

Understand and use compound words; Begin to use and understand analogies

Spell and decode words using consonant digraphs; vowel diphthongs; & r controlled vowels,irregular plurals and abbreviations. Words with-ough, augh, /j/ and /s/; final stable syllable -tion, sure, & ture

Multisyllabic words

Continue to use o homophones and contractions with n't, 'd, and 've

Writing

Continue to write information pieces and begin to write poetry, and opinion essays

Combine sentences with compound subjects and predicates; write compound sentences; study verbs: past & present, study adjectives, nouns-common and proper (singular and plural); use pronouns and possessive pronouns correctly. Use apostrophes in possessives. Understand the proper use of prepositions, adverbs, and punctuation in poetry.

Correctly spell high frequency words, and words containing spelling patterns taught in writing.

Math

Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines. (3.3A)

Determine the corresponding fraction greater than zero and less than or equal to 1 with denominators of 2,3,4,6, and 8 given a specified point on a number line. (3.3B)

Explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non zero whole number. (3.3C)

Compose and decompose a fraction a/b with a numerator greater than zero and less than equal to b as the sum of parts 1/b. (3.3D)

Solve problems involving partitioning an object or set of objects among two or more recipients using pictorial representation of fractions with denominators of 2,3,4,6, and 8. (3.3E)

Represent equivalent fractions with denominators of 2,3,4,6, and 8 using a variety of objects and pictorial models, including number lines. (3.3F)

Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of the same size whole for an area model. (3.3G)

Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols words, objects, and pictorial models. (3.3H).

Represent one and two step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations. (3.5A)

Represent and solve one and two step multiplication and division problems within 100 using arrays, strip diagrams, and equations. (3.5B)

Classify and sort 2 and 3D solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes, using formal geometric vocabulary. (3.6A)

Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, square as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these sub categories. (3.6B)

Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows time the number of square units in each row. (3.6C)

Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. (3.6D)

Decompose two congruent dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. (3.6E)

Represent fraction of halves, fourths, and eighths, as distances from zero on a number line. (3.7A)

Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. (3.7B)

Determine when it is appropriate to use measurements of liquid volume (capacity) or weight. (3.7D)

Determine liquid volume (capacity) or weight using appropriate units and tools. (3.7E)

Decompose two congruent dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. (3.6E)

Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)

Solve one and two step problems using categorical data represented with a frequency table, dot plot, pictograph, bar graph, with scaled intervals. (3.8B)

Science

<u>Earth Science Unit (Continued)</u>

Describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle

Construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions

Identify the planets in Earth's solar system and their position in relation to the Sun

Activities to integrate science process skills and Earth science content during this unit will include using stream tables to model how water moves Earth materials from one location to another.

Social Studies

Students will describe the three levels of government.

Students will describe the rights and responsibilities of citizens.

Students will describe the contributions of historical figures.

Students will analyze how innovations helped America to grow.

Students will analyze how America changes due to immigration.

Students will analyze innovations in communication.

Students will analyze how ideas change American society.

Mesquite ISD Curriculum Sequence
Third Grade - Fourth Reporting Period

English Language Arts/Reading

Reading

Monitor and clarify understanding of text read by asking and answering questions

summarize text maintaining meaning and sequence; make generalizations, draw conclusions and infer when reading; use text structure to assist comprehension; consider decisions authors make when writing a text;(author's purpose/craft) predict and set purposes for reading; identify themes of stories; determine the central idea of informational text; study literary elements, and the elements of drama; use visualization to deepen comprehension of text. Understand the author's use of figurative language. Identify the author's claim and the ideas that support it. Review previously taught skills as necessary. Literature Circles

Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.

Word Study

Learn to use word parts: Greek and Latin roots (affixes and roots) and context to determine meaning of unknown words.

Understand and use compound words; Begin to use and understand analogies

Continue to use homophones and contractions with n't, 'd, and 've

Spell and decode words using consonant digraphs; vowel diphthongs; & r controlled vowels,irregular plurals and abbreviations. Words with-ough, augh, /j/ and /s/; final stable syllable -tion, sure, & ture

Multisyllabic words; words ending in le, al, -el, -er; words that begin with a- and be-; postion based spelling

Writing

Continue to write opinion essays, and begin to write descriptive essays

Combine sentences with compound subjects and predicates; write compound sentences; study verbs: past & present, study adjectives, nouns-common and proper (singular and plural); use pronouns and possessive pronouns correctly. Use apostrophes in possessives. Understand the proper use of prepositions, adverbs, and punctuation in poetry.

Correctly spell high frequency words, and words containing spelling patterns taught in writing.

Math

Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems. (3.4B)

determine the value of a collection of coins and bills 3.4C

Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties. (3.4G)

Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows time the number of square units in each row. (3.6C)

Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. (3.7B)

Determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tolls such as a 15 minute event plus a 30 minute event equals 45 minutes. (3.7C)

Explain the connection between human capital/labor and income. (3.9A)

Describe the relationship between the availability or scarcity of resources and how that impacts cost. (3.9B)

Identify costs and benefits of planned and unplanned spending decisions. (3.9C)

Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest. (3.9D)

List reasons to save and explain the benefit of a savings plan, including for college. (3.9E)

Identify decision making involving income, spending, saving, credit, and charitable giving. (3.9F)

Science

<u>Life Science Unit</u>

In this unit, students will:

Observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem

Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field

Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations

Explore how structures and functions of plants and animals allow them to survive in a particular environment

Explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food

Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs

Activities to integrate science process skills and life science content during this unit will include observing and comparing different types of seeds, growing and observing bean plants, observing and investigating crayfish physical adaptations and behaviors and comparing them to land snails.

Social Studies

Students will describe the difference between needs and wants.

Students will analyze choice.

Students will describe producers and consumers.

Students will identify types of resources.

Students will describe how consumers and producers exchange goods.

Students will describe how a community's cultural heritage can be expressed through stories, art, and music.

Students will explain the significance of ethnic/cultural celebrations.