

Mesquite ISD Curriculum Sequence

Third Grade - Third Reporting Period

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| Comprehension* Discuss elements of poetry and understand the meanings of poems
* Differentiate between narrative, lyrical, and free verse poems; Investigate the use of sensory language in poems
* Review story elements, story structure and theme
* Recognize the structure of procedural text and use the information in the text as well as graphic features to create understanding
* Differentiate between facts and opinions, specifically in literary nonfiction (biographies, autobiographies)
* Learn how to question what is being read to deepen understanding.
* Summarize a piece of text maintaining meaning and logical progression
* Identify the cause and effect relationships in text and use them to predict future events
* Predict and set purposes for reading
* Draw conclusions and make inferences when reading literary nonfiction
* Compare and contrast ideas/characters within a text and also between two texts
* Review visualization; create mental images using information from the text
* Review the use of nonfiction text features and determining important ideas

VocabularyLearn to use word parts (affixes and roots) as well as context to determine meaning of unknown words. Reading FluencyDevelop fluency by focusing on accuracy, rate, appropriate phrasing, and expression. Spelling/PhonicsAn emphasis on how to spell high frequency words that don’t follow usual spelling rules (friend, should) and spell and decode words correctly using:* the /aw/ sound spelled aw, o (draw, cost)
* r-controlled vowels and vowel pairs (wore, board, chirp, return, chair, beware)
* homophones (for/four, roll/role)
* double consonants in the middle of words (summer, pepper)
* words with double consonants plus y (carry, happy)

 Writing WorkshopLearn how to write poetry, personal narratives, persuasive essays, and procedural writing GrammarRecognize and use: adverbs, time-order transition words, pronouns and possessive pronouns, and review subject/verb agreement. Recognize and use compound sentences with coordinating conjunctions and correct subject/verb agreement; commas in a series; paragraph indentations; and time-order and concluding transition words and phrases. | 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) | Earth Science Unit (Continued) Describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycleConstruct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positionsIdentify 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. | 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

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| Comprehension* Review the use of informational text features and determining important ideas
* Compare and contrast ideas/characters within a text
* Review activating background knowledge before reading as well as using it to create meaning
* Data driven STAAR review based on needs of each class
* Administration of STAAR reading
* Exploring media literacy
* Revisit the elements of plot and character presented through dialogue in a drama
* Study more complex character and plot development through novel study

 VocabularyLearn to use word parts (affixes and roots) as well as context to determine meaning of unknown words. Reading FluencyDevelop fluency by focusing on accuracy, rate, appropriate phrasing, and expression. Spelling/PhonicsAn emphasis on how to spell and decode words correctly: * when the final e is dropped to add –ing (wave/waving, give/giving)
* when the final consonant is doubled to add –ed or –ing (stop/stopped/stopping, scrub/scrubbed/scrubbing)
* contractions (might’ve, she’ll)
* words with inflectional endings –s, -es (boats, glasses)
* words whose plurals are formed by changing y to i before adding –es ( party/parties, mystery/mysteries)
* words with suffixes –er, est (larger, largest)
* the suffix –ly (loudly)
* compound words (someone, bathroom)

 Writing WorkshopWork through the writing process to write an expository essay per the demands of STAAR, respond to literature, and write imaginative stories GrammarContinue working on compound sentences with coordinating conjunctions and correct subject/verb agreement; commas in a series; paragraph indentations; and time-order and concluding transition words and phrases. Use proper capitalization and punctuation in letter writing; review abbreviations; use possessive and reflexive pronouns correctly; use past, present and future tenses of regular and irregular verbs correctly; use apostrophes and quotation marks correctly in writing. | Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems. (3.4B)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)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)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)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) | Life Science Unit In this unit, students will:Observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystemIdentify 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 fieldDescribe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locationsExplore how structures and functions of plants and animals allow them to survive in a particular environmentExplore 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 foodInvestigate 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. | 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. |