Manchester Academic Charter School
Third Grade
Priority Standards and Content for Mastery
English-Language Arts

3rd grade

Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes
   b. Decode words with common Latin prefixes and suffixes
   c. Decode multisyllable words
   d. Read grade-appropriate irregular spelled words
   e. Recognize and read grade-appropriate irregularly spelled words

2. Read with accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding
   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
      i. Comprehend silent reading
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading Literature

3. Ask and answer questions about the text and make inferences from text; refer to the text to support responses.
4. Determine the central message, lesson or moral in literary text; explain how it is conveyed in the text.
5. Describe characters in a story and explain how their actions contribute to the sequence of events.
6. Explain the point of view of the author.
7. Compare and contrast the themes, setting and plots of stories written by the same author about the same or similar characters. (See Appendix A)

Reading Informational Text

8. Determine the main idea of a text; recount the key details and explain how they support the main idea.
9. Ask and answer questions about the text and make inferences from text; refer to text to support responses.
10. Explain the point of view of the author.
11. Use text features and search tools to locate and interpret information.
12. Compare and contrast the most important points and key details presented in two texts on the same topic.
Pre-Text-Dependent Analysis

13. Draw evidence from literary or informational texts to support thinking, reflection and/or research.

Writing

14. Write opinion pieces on familiar topics or texts.
   a. Introduce the topic and state an opinion on the topic
   b. Support an opinion with reasons
   c. Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section
   d. Use a variety of words and sentence types to appeal to the audience

14. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Identify and introduce a topic
   b. Develop the topic with facts, definitions, details and illustrations, as appropriate
   c. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section
   d. Choose words and phrases for effect

15. Write narratives to develop real or imagine experiences or events.
   a. Establish a situation and introduce a narrator and/or characters
   b. Use dialogue and descriptions of actions, thoughts and feeling to develop experiences and events or show the response of characters to situations
   c. Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure

16. Create friendly letters, descriptions and poems

***Students should be able to write at least four paragraphs with a structure of beginning, middle and end.*** (Introduction, 2 support paragraphs and conclusion)

Language

16. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
   a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences
   b. Form and use regular and irregular plural nouns
   c. Form and use the simple verb tense (e.g., I walked; I walk; I will walk)
   d. Use abstract nouns (e.g., childhood)
   e. Ensure subject-verb and pronoun-antecedent agreement
   f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
   g. Use coordinating and subordinating conjunctions
   h. Produce simple, compound and complex sentences
   i. Capitalize appropriate words in titles
j. Use commas in addresses, dates, city and state, in a series and after yes and no
k. Use comma and quotation marks in dialogue
l. Use apostrophes in contractions and to show possession in singular and plural nouns
m. Form and use possessives
n. Use conventional spelling for high-frequency words, and other studied words and for adding suffixes to base words
o. Use spelling patterns and generalizations in writing words
p. Recognize common abbreviations. (ie., st., rd., lb)

Production of Writing

17. With guidance and support from peers and adults
   a. develop and strengthen writing as needed by planning, revising and editing
   b. use technology to publish writing and collaborate with others

   ***Students should be able to type to publish.***

Vocabulary

18. Demonstrate an understanding of word relationships and nuances in word meanings. *(See Appendix B)*
   a. Distinguish literal and nonliteral meanings of words and phrases in context
   b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered)

19. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a. Use context as a clue to the meaning of a word or phrase
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless)
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)

Research

20. Conduct short research projects that build knowledge about a topic.
21. Report on a topic or text
   a. tell a story or recount an experience with appropriate facts and relevant, descriptive details
   b. speak clearly with adequate volume
   c. use appropriate pacing and clear pronunciation
Mathematics

3rd grade

Numbers and Operations in Base Ten

Place-Value

1. Use place value understanding and properties of operation to perform multi-digit arithmetic.
   a. Round two and three-digit whole numbers to the nearest ten or hundred, respectively
   b. Add two and three digit whole numbers (up to 1,000) and/or subtract two and three digit numbers from three-digit numbers
2. Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).

Numbers and Operations

Fractions

3. Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole.
4. Recognize and generate simple equivalent fractions (denominators 1,2,3,4,6,8).
5. Compare two fractions with the same denominator, using the symbols >, =, < and justify the conclusions.

Operations and Algebraic Thinking

Multiplication and Division

6. Interpret and/or describe products of whole numbers (up to 10x10).
7. Interpret and/or describe whole-number quotients of whole numbers (dividends through 50 and divisors through 10).
8. Use multiplication and/or division to solve word problems in situations involving equal groups, arrays and/or measurement quantities.
9. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
10. Apply the commutative and associative properties of multiplication.

Operations and Algebraic Thinking

Four Operations

11. Solve two-step word problems and equations using the four operations.
12. Identify arithmetic patterns and/or explain them using properties of operations.
13. Create or match a story to a given combination of symbols; identify the missing symbols that makes a number sentence true.
Geometry
Reason with Shape and Attributes

14. Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
15. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Measurement and Data
Measurement and Estimation

16. Tell, show and/or write time to the nearest minute, calculate elapsed time to the minute in a given situation.
17. Measure and estimate liquid volumes and masses of objects using standard units and metric units.
   a. Add, subtract, multiply and divide to solve one-step word problems involving masses or liquid volumes that are given in the same unit
   b. Use a ruler to measure lengths to the nearest quarter inch or centimeter
18. Compare total values of combinations of coins and/or dollar bills less than $5.00.
   a. Make change for an amount of $5.00 with no more than $2.00 change given
   b. Round amounts of money to the nearest dollar
19. Measure areas by counting unit squares; multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematic problems.
   a. Complete a scaled pictograph and scaled bar graph to represent a data set with several categories
   b. Solve one and two-step problems using information to interpret data present in scaled pictographs and scaled bar graphs
   c. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch
   d. Display the data by making a line plot with horizontal scale is marked with appropriate units
20. Solve real world and mathematical problems involving perimeter given the side lengths, finding unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters.
Science

3rd Grade

The Nature of Science

1. Identify examples of common technological changes, past and present, in the community (e.g., energy production, transportation, communication, recycling).
2. Generate questions about objects, organisms, or events that can be answered through scientific investigations.
3. Make predictions based on observations.
4. Identify the variables in a simple investigation.
5. Identify appropriate tools or instruments for specific tasks, and describe the information they provide (i.e., measuring [length-ruler; mass-balance scale] and making observations [hand lenses-very small objects]).
6. Classify systems as either human-made or natural (e.g., human-made systems [balancing systems, tops, wheel and axle systems, pencil sharpeners from manual to electric]; natural systems [plants, animals, water cycle, stream]).
   a. Muscular system
   b. Skeletal system
   c. Nervous system
   d. Vision and Hearing
7. Identify what models represent (e.g., simple maps showing mountains, valleys, lakes and rivers; dioramas).
8. Identify and describe the functions of basic structures of animals and plants (e.g., animals [skeleton, heart, lungs]; plants [roots, stem, leaves]).
9. Identify similar physical characteristics in parents and their offspring.
10. Identify the living and nonliving components of an ecosystem (e.g., living [plants, animals]; nonliving [water, soil, air]).
11. Describe how changes in the environment (e.g., fire, flood) can affect an ecosystem.
12. Describe how human interactions with the environment impact an ecosystem (e.g., road construction, pollution, urban development, dam building).
13. Describe the ways living things benefit from the uses of water resources.

Biological Sciences

14. Identify the structures in plants that are responsible for food production, support, water transportation, reproduction, growth and protection.
15. Recognize that plants survive through adaptations, such as stem growth towards light and root growth downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g., hibernation, migration, trees shedding leaves).
16. Recognize that fossils provide us with information about living things that inhabited the Earth long ago.
17. Classify animals as fish, amphibian, reptile, bird or mammal.

Physical Sciences: Chemistry and Physics

18. Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.
19. Identify and classify objects and materials that are conductors or insulators of electricity. Identify and classify objects and materials as magnetic or non-magnetic.
20. Examine the speed of light and how it travels; reflections.
21. Examine causes for sounds and how sound travels.

Earth and Space Sciences

22. Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties.
23. Connect the various forms of precipitation to the weather in a particular place and time.
24. Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon and stars across the sky.
   a. Describe the changes that occur in the observable shape of the moon of the course of a month.
   b. Gravity
   c. The universe
   d. Sun and planets

Famous Scientist

25. Alexander Graham Bell
26. Copernicus
27. Mae Jemison
28. John Muir
Social Studies

3rd grade

Civics

1. Explain the purpose of rules, laws and consequences.
2. Identify key ideas about government found in significant documents.
   a. Declaration of Independence
   b. United States Constitution
   c. Bill of Rights
   d. Pennsylvania Constitution
3. Identify state symbols, national symbols and national holidays.
4. Identify the roles of the three branches of government; explain purpose of elections.
5. Identify services performed by the local government.

Geography

6. Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
   a. Name continent, state, city and community
   b. Name the seven continents
   c. Identify major oceans: Pacific, Atlantic, Indian and Artic
7. Identify the major rivers of the world effect of the physical systems on people within a community and vice verse

United States History

8. Identify the social, political, cultural and economic contributions of individuals and groups from Pennsylvania.
9. Identify and describe how continuity and change have impacted U.S. history.
   a. Native Americans
   b. Exploration of North America
   c. 13 colonies
10. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
   a. Ethnicity and race
   b. Working conditions
   c. Immigration
   d. Military conflict
   e. Economic stability

World History

11. Compare and contrast selected world cultures.
   a. Roman Civilization
   b. Vikings
Appendix A

Books and Stories Suggestions

Poems
Adventures of Isabel, Nash
Be Myself, Greenfield
Cath a Little Rhyme, Merriam
The Crocodile, Carroll
Dream Variations, Hughes
Elettelephony, Richards
Father William, Carroll
First Thanksgiving of All, Turner
For want of a name, the shoe was lost
Jimmy Jet and His TV Set, Silverstein
Knoxville, Tennessee, Giovanni

Stories
Alice in Wonderland
Aladdin and the Wonderful Lamp
Ali Baba and the Forty Thieves
The Husband Who Was to Mind the House
The Little Match Girl
The People Could Fly
Three Words of Wisdom
The River Bank

Novels
Charlotte’s Web
How to Eat Fried Worms
Charlie and the Chocolate Factory

Mythology
Asgard
Valhalla
Hel
Odin
Thor
Jason and the Golden Fleece
Perseus and Medusa
Cupid and Psyche
Appendix B

Phrases and Sayings

Actions speak louder than words.
His bark is worse than his bite.
Beat around the bush
Beggars can’t be choosers.
Clean bill of health
Cold shoulder
A feather in your cap
Last straw
Let bygones be bygones.
One rotten apple spoils the whole barrel.
On its last legs
Rule the roost
The show must go on.
Touch and go
When in Rome do as the Romans do.
Rome wasn’t built in a day.