



# The Children's School · K - 8

## Grade Level Curricular Goals

### The Third Grade Year

#### **Social-Emotional**

The third-grade child is sometimes described as the “teenager” of the elementary grades. By this it is meant that third graders have one foot firmly in early childhood and another foot in preadolescence. Third graders may be confidently asserting their independence one minute, and crying over a minor setback the next. Eight-year-old children have great energy and enthusiasm and increasingly advanced thinking skills, but need guidelines and focus to thrive. They are becoming aware of their own strengths and weakness; they may be frustrated by activities that they perceive to be outside their areas of strength. They can demonstrate a fragile ego and need to build step-by-step success in order to step out of their comfort zone and try something new. They may tend to gravitate towards playmates of their own gender and they are increasingly able to successfully negotiate peer relationships by engaging in problem-solving, compromise, and reference to the rules of fair play. Eight-year-olds may have difficulty recognizing their own growth and accomplishments, but they embrace the group process and readily celebrate group accomplishments. Eight-year-olds are developing a broader sense of the world, which may include brooding and worrying when they discover inequity and unfairness and question why it exists.

#### **In Reading, a third-grade child:**

- Enjoys reading, and being read to; reads grade-level texts for pleasure and to obtain information
- Uses a combination of strategies—letter-sound association, sight word recognition, knowledge of spelling patterns, context—to decode grade level texts
- Reads aloud grade level texts with accuracy and expression
- Monitors own comprehension and applies strategies such as rereading, questioning, using context clues
- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Recounts stories, determining central message or theme and explaining how it is conveyed through key details in the text
- Determines main idea of an informational text; explains how key details support the main idea
- Describes characters in a story, including traits, motivations, feelings
- Determines meaning of words and phrases as they are used in a text
- Distinguishes between literal and nonliteral language

- Is developing understanding of connections between literature and life
- Uses new vocabulary acquired through conversations, reading, and being read to

**In Writing, a third-grade child:**

- Writes narratives to develop real or imagined experiences or events using clear event sequences, descriptive details, and sense of closure
- Identifies and uses components of a story, including characters, plot, setting, and dialogue
- Writes information/explanatory texts by introducing and developing topic, grouping related information together, and providing a concluding statement or section
- Writes opinion pieces supporting a point of view with reasons
- Writes routinely over extended time periods (research, rough draft, revision) and shorter time frames (a single sitting or a day or two)
- Uses grammar and spelling that does not hinder communication and expression
- Writes legibly
- Is able to self-correct any reversals of letters or numbers when asked
- Uses capitalization for first word of sentence, proper names, and “I”
- Uses end punctuation, commas, and quotation marks
- Uses conventional spellings for high frequency words and uses spelling patterns in invented spellings

**In Mathematics, a third-grade child:**

- Adds and subtracts two- and three-digit numbers with regrouping
- Explains concepts of multiplication and division
- Multiplies and divides within 100 and uses multiplication and division to solve word problems
- Skip counts forwards and backwards within 100 in units 1-10
- Understands and applies concept of inverse operations (addition-subtraction and multiplication-division)
- Solves two-step word problems using the four operations
- Knows from memory all basic addition and subtraction facts up to 12’s
- Uses place value understanding to round whole numbers to nearest 10 or 100
- Writes and recognizes fractions and explains meaning by relating part to whole
- Recognizes simple equivalent fractions (e.g.,  $\frac{1}{2} = \frac{2}{4}$ ).
- Compares fractions by reasoning about their size
- Tells time to the minute
- Uses basic operations when dealing with money
- Understands concept of area measurement and measures areas by counting unit squares
- Understands concept of perimeter measurement and solves problems involving perimeter
- Defines quadrilateral and recognizes common attributes and groupings of quadrilaterals

**In Project Work, a third-grade child:**

- Takes information from written, spoken, and visual resources and reports back in written, oral, or artistic form, reflecting analysis of topic and its connection to personal experiences
- Takes brief notes on sources and sorts evidence into categories
- Works with partner or team in creating project components, showing leadership when appropriate
- Expresses ideas clearly and listens to ideas of others; seeks compromise when ideas diverge
- Explains how individual contributions fit into larger class project; identifies things that went well and things that could be improved

**In Group Process/Civic Engagement/Social Justice, a third-grade child:**

- Participates in all class and school decision-making processes by bringing forth topics of concern, asking for questions or clarifications when needed to understand what is being agreed to, accepting that differences amongst people can be uncomfortable
- Votes own conscience and does not reprimand others for voting their conscience
- Understands that our cultures and experiences shape the way we see the world
- Becomes more comfortable talking about race, class, gender, and difference
- Understands that inequality and privilege are both historical and current
- Within a given topic or project, identifies which voices are represented and which voices are not heard; seeks out unheard or underrepresented perspectives
- Begins to recognize and identify privilege and discrimination in academic research as well as global, national, local, and schoolwide current events
- Learns to use and/or ask about non-offensive language
- Begins to identify offensive, privileged, or discriminatory behavior without assuming racist, sexist, homophobic, etc. intent