

Characteristics of Third Graders

Intellectual Development

- Third graders are (usually!) eager to learn.
- Love to gather information and explain facts.
- Enjoy listening to, making up, retelling and comparing stories.
- Often cannot yet think abstractly or critically, however they are beginning to develop a greater capacity to think in sequence and to understand cause and effect.

Social Characteristics

- Third grade children are moving from being self-centered to being others-centered.
- Third graders enjoy making new friends and will begin to form clubs or groups with children of their own gender.
- Adults who accept and encourage children are an important part of the world of third grade. Third graders need and respond to our praise even though they occasionally can be very critical of adults.

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Missouri School for the Blind

What to expect in Third Grade

- **Communication Arts**
 - Reading
 - Writing
 - Listening and Speaking
 - Information Literacy
- **Mathematics**
- **Science**
- **Social Studies**
- **Visual Arts**
- **Music**
- **Health & Physical Education**

Communication Arts

By the end of 3rd grade students will be able to:

Reading Process

- Apply decoding strategies to independently “problem solve” unknown words when reading.
- Read grade-level instructional text with fluency, accuracy and expression, and adjust **reading rate** to difficulty and type of text.
- Develop vocabulary through text, using base words, synonyms and antonyms, context clues, glossary, dictionary, with assistance.
- Apply pre-reading strategies to aid comprehension: Access prior knowledge, preview, predict, and set a purpose for reading.
- During reading, utilize strategies to self-question and correct, infer, **visualize**, predict and check using cueing systems (meaning, structure, visual).
- Apply post-reading skills to identify and explain the relationship between the main idea and supporting details: question to clarify, reflect, analyze, draw conclusions, summarize, and paraphrase.
- Identify and explain connections between text ideas—information and relationships in various fiction and non-fiction works (**compare and contrast**), text ideas and own experiences, and text ideas and the world.

Comprehension

- Locate and apply information in title, table contents and glossary, recognize the **text features** of fiction, poetry and drama in grade-level text.
- Explain examples of **sensory details** and **figurative language** within the context of poetry and prose.

- Use details from text to: make inferences about setting, character traits and problem and solution; make predictions; draw conclusions; compare and contrast characters and changes in problems and setting; identify the narrator; identify cause and effect; identify events from the beginning, middle and end; and identify author’s purpose.
- Locate and interpret key information in illustrations, title, chapter headings, and table of contents, charts, diagrams, graphs, glossary, captions, and maps to answer questions.
- Explain examples of sensory details and figurative language within the context of nonfiction text.
- Use details from text to answer questions, retell main ideas, and important details, organize a sequence of events, identify simple cause and effect, draw conclusions, compare and contrast text, identify author’s purpose for writing text, and make inferences about problems and solutions.
- Read and follow two- and three-step directions to complete a simple task.

Information Literacy

- Formulate keywords and questions to investigate topics.
- Locate information on keywords in provided resources.
- Informally give credit for others’ ideas, images/information.
- Identify intended messages conveyed through oral and visual media.



Communication Arts cont.

Writing Skills and Processes

- Create legible compositions with correct spacing between words in a sentence and in margins.
- Use conventions of capitalization in months of year, titles of individuals, and greeting/closing of letter.
- Use correct ending punctuation in imperative/exclamatory sentences and comma in greeting and closing of a letter.
- Use parts of speech correctly in written text with verbs that agree with the subject, words that answer when, where, why and how questions (adverbs) and words to compare (adverbs).
- In writing use correct spelling of simple compounds, homophones, contractions and words with affixes, standard spelling and classroom resources and dictionary to verify correct spelling.
- In composing text, identify and write sentences: declarative, interrogative, imperative, and exclamatory.
- Write a narrative with a beginning, middle & end.
- Identify information to complete an organizer.
- Write expository text with a main idea & supporting details.
- Write informational reports, dairy/journal entries and friendly letters that address intended audience & purpose.

Listening and Speaking

- Listen for enjoyment, information, to distinguish fact from opinion, & directions to complete a 2-3-step task.
- Demonstrate listening behaviors.
- Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.
- Complete a task give two-three oral directions.



Mathematics

By the end of third grade students will be able to:

Numbers and Operations:

- Read, write & compare whole numbers up to three-digits.
- Represent common fractions: $1/2$, $1/3$, $1/4$.
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
- Classify numbers by their characteristics.
- Represent a given situation involving multiplication.
- Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.
- Apply the commutative and identity properties of addition to whole numbers.
- Develop fluency with basic number relationships – 12×12 – of multiplication and division.
- Apply and describe the strategy used to compute up to a three-digit addition or subtraction problem.
- Estimate and justify the results of addition and subtraction of whole numbers.



Health and PE

By the end of third grade students will be able to:

- Identify spatial and directional concepts while moving in space.
- Demonstrate an understanding and perform movements that are necessary for various dance steps.
- Perform locomotor skills.
- Demonstrate fundamental skills for healthy living.
- Demonstrate motor skills in low-organized games or activities.
- Demonstrate good sportsmanship in group activities.
- Demonstrate fundamental movement concepts through games.
- Understand and demonstrate games and activities that improve fitness.
- Participate in physical fitness activities.
- Demonstrate sports skills and lifetime activities by playing lead-up games.

Visual Arts

By the end of third grade students will be able to:

- Work on projects using different tools and supplies.
- Work on projects using knowledge of directional cues and basic art terminology.
- Identify and use basic two-dimensional shapes and three-dimensional forms made; from these shapes; understand how these shape our world.
- Create projects using textures.
- Create an art project that is inspired by the natural world.
- Create an art project inspired by an art or craft from another culture.

Music

By the end of third grade students will be able to:

- Sing independently and in a group,
- Play instruments independently and in a group
- Create and improvise (melodies, ostinato, accompaniments, rhythm patterns)
- Identify music notation, symbols and terminology, and listen to, analyze and describe elements of music within historical periods and cultures.



Social Studies

By the end of third grade, students will be able to:

Principles of Constitutional Democracy

- Identify and explain why cities make laws and ordinances.
- Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice).
- State the main purposes of the Declaration of Independence.
- Identify the purpose of the Constitution.
- Explain how the National Anthem symbolizes our nation.

Missouri, US and World History

- Describe the contributions of Martin Luther King, Jr.
- Describe the contributions of Thomas Jefferson: Sequence and describe the importance of the Louisiana Purchase, Lewis and Clark Expedition.

Governance Systems:

- Analyze peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc.
- Describe how authoritative decisions are made, enforced and interpreted with the federal government.
- Identify and explain the functions of the three branches of the federal government

Economic Concepts

- Identify and explain public goods and services.
- Distinguish among natural, capital and human resources.
- Conduct a cost-benefit analysis.
- Identify taxes students experience, such as sales taxes.
- List how tax moneys are used, who benefits from tax-supported services and who pays for these.

Geography

- Read and construct maps.
- Identify and locate the Mississippi and Missouri Rivers.
- Identify the states bordering Missouri.
- Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are.
- Describe how changes in communication and transportation technologies affect people's lives.
- Explain why people living in different places (cities, suburbs, towns, villages and specializing in different ways to making a living have a need to interact with each other.
- Identify examples of different regions (e.g. urban, rural, recreational area, wheat-producing region, business district).

Relationships of Individual and Groups to Institutions and Traditions

- Compare how people's needs have been met in different ways in different cultures at various times.
- Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).

Science

By the end of third grade, students will be able to:

Matter and Energy

- Compare the observable physical properties of solids, liquids, or gases.
- Identify everyday objects/substances as solid, liquid, or gas.
- Recognize water evaporates.
- Measure and compare the temperature of water when it exists as a solid to its temperature when it exists as a liquid.
- Investigate and recognize water can change from a liquid to a solid, and back, as the result of temperature.
- Describe the changes in the physical properties of water (i.e., shape, volume) when frozen or melted.
- Predict and investigate the effect of heat energy (i.e., change in temperature, melting, evaporation) on objects and materials.
- Identify sources of thermal energy (e.g., sun, stove, fire, body) that can cause solids to change to liquids, and liquids to change to gas.
- Identify sources of light energy.
- Recognize light can be transferred from the source to the receiver (eye) through space.
- Identify the three things (light source, object, and surface) necessary to produce a shadow.
- Recognize the sun is the primary source of light and food energy for the earth.
- Use simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders).
- Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume using liters.

Living Organisms

- Describe the basic needs of most plants.
- Recognize plants progress through life cycles of seed germination, growth and development, reproduction, and death.
- Sequence and describe the stages in the life cycle of a flowering plant.
- Identify the major organs (roots, stems, flowers, leaves) and their functions in vascular plants.
- Illustrate and trace the path of water and nutrients as they move through the transport system of a plant.
- Identify and relate the similarities and differences between plants and their offspring.

Composition of the Universe

- Describe our sun as a star because it provides light energy to the solar system.
- Recognize the moon is a reflector of light.
- Illustrate and describe how the sun appears to move slowly across the sky from east to west during the day.
- Illustrate and describe how the moon appears to move slowly across the sky from east to west during the day and/or night.
- Observe the change in the moon's appearance relative to time of day and month over several months and note the pattern in this change.
- Recognize there is a day/night cycle every 24 hours.
- Describe the changes in length and position (direction) of shadows from morning to midday to afternoon.
- Describe how the sun's position in the sky changes the length and position of shadows.

Science cont.

Ecosystems

- Identify sunlight as the primary source of energy plants use to produce their own food.
- Classify populations of organisms as producers or consumers by the role they serve in the ecosystem.
- Sequence the flow of energy through a food chain beginning with the sun.
- Predict the possible effects of removing an organism from a food chain.

Earth's Systems

- Recognize liquid water can change into a gas in the air.
- Recognize clouds and fog are made of droplets of water.
- Recognize air is a substance that surrounds, takes up space, and moves around us as wind.
- Describe clouds and precipitation as forms of water.

Scientific Inquiry

- Pose questions about objects, materials, organisms, and events in the environment.
- Plan and conduct a fair test to answer a question.
- Make qualitative observations using the five senses.
- Make observations using simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders).
- Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume using liters.
- Compare amounts/measurements.

- Judge whether measurements and computation of quantities are reasonable explanations.
- Use quantitative and qualitative data as support for reasonable explanations.
- Use data as support for observed patterns and relationships, and to make predictions to be tested.
- Evaluate the reasonableness of an explanation.
- Analyze if evidence supports proposed explanations.
- Communicate simple procedures and results of investigations and explanations through: Oral presentations, writings, drawings and maps, data tables, and graphs (bar, single line, pictograph).

Impact of Science on Human Activity

- Recognize some objects or materials (e.g., sun, fire, ice, snow) occur in nature (natural objects); others (e.g., stoves, refrigerators, bulbs, candles, lanterns) have been designed and made by people to solve human problems and enhance the quality of life.
- Describe how new technologies have helped scientists make better observations and measurements for investigations (e.g., telescopes, magnifiers, balances, microscopes, computers, stethoscopes, thermometers).



- Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology.

- Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through discovery).

- Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member.

Algebraic Relationships:

- Extend geometric shapes and numeric patterns to find the next term.
- Represent patterns using words, tables or graphs.
- Represent a mathematical situation as an expression or number sentence.
- Apply the communicative property to addition of whole numbers.
- Model problem situations including multiplication with objects or drawings.
- Describe quantitative change such as students growing two inches in a year.

Geometric and Spatial Relationships:

- Compare two- and three-dimensional shapes by describing their attributes – circle, rectangle, rhombus, trapezoid, triangle, rectangle, rectangular prism, cylinder, pyramid and sphere.
- Predict the results of putting together or taking apart two- and three-dimensional shapes.
- Describe location using common language and geometric vocabulary - forward, back, left, right, north, south, east, and west.
- Determine if two objects are congruent through a slid, flip or turn.
- Identify lines of symmetry in polygons.

Data Analysis and Probability:

- Describe the shape of data and analyzing it for patterns.
- Discuss events related to student's experiences as likely or unlikely.

Measurement:

- Identify, justify and use the appropriate unit of measure – linear, time, weight.
- Tell time to the nearest five minutes.
- Determine change from \$5.00 and add and subtract money values to \$5.00.
- Use a referent for measures to make comparisons and estimates.
- Determine the perimeter of polygons.
- Design investigations to address a given question.
- Read and interpret information from line plots and graphs – bar, line, and pictorial.

