3rd Grade Curriculum Framework for Parents

Educating a child is a responsibility shared by the student, school, family and community. As a parent, you can play an important role in the educational success of your child. The 3rd Grade Curriculum Framework is a tool created to help you better understand what your child is expected to learn. This information forms the foundation for student learning in the Deer Valley Unified School District.

**English Language Arts Reading**
- Apply grade level phonics and word analysis skills.
- Read with accuracy and fluency to support comprehension.
- Ask and answer questions to demonstrate understanding of a text.
- Determine and describe the structure, main ideas, key details, characters, and central message in the text.
- Describe how a nonfiction text uses time, sequence, and cause / effect.
- Determine the meaning of words and phrases as they are used in a text.
- Compare and contrast similar texts and distinguish own point of view from author's.
- Read and comprehend literature and informational texts.

**English Language Arts Writing**
- Develop and write a text over time that is clear and organized and appropriate to the task, purpose, and audience.
- Develop writing by planning, revising, editing, and publishing with use of technology.
- Conduct short research projects.
- Recall information from experiences or gather information from sources.
- Engage effectively in a range of collaborative discussions with elaboration from text.
- Report on a topic or text with facts and details.
- Use knowledge of language and conventions in writing, speaking, reading or listening.
- Understand and use grade level vocabulary.

**Mathematics**
- Multiply and divide using arrays, equal groups and partitioning.
- Apply properties of multiplication and the relationship between multiplication and division.
- Fluently multiply and divide within 100.
- Solve two step word problems involving the four operations.
- Round numbers and add or subtract within 1,000.
- Multiply one-digit numbers by multiples of 10.
- Decompose fractions into equal parts for denominators 2,3,4,6 and 8.
- Understand a fraction as a number on the number line.
- Represent fraction equivalence and ordering using visual models. (denominators of 2,3,4,6,8)
- Solve problems using metric measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent, interpret and generate data by drawing a scaled picture or bar graph.
- Understand area in relation to multiplication and addition.
- Recognize perimeter and its relationship to area.
- Categorize and reason shapes by attributes.

**Science**
- Use the scientific inquiry process.
- Identify individual and cultural contributions that generate knowledge.
- Describe the interactions between human populations, natural hazards, the environment, and the impact of technology.
- Explain basic structures and functions of plants, animals, lifecycles, and ecosystems as they relate to and adapt in their environments.
- Investigate light and sound energy.
- Identify and describe the layers of the earth, three types of rocks, and how rocks are classified.
- Explain how fossils are formed and how they are a record of past life forms.
- Describe ways humans use earth materials.
- Read and comprehend grade level or above science/technical texts, including other graphic sources, independently and proficiently.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Social Studies**
- Construct maps, charts, and graphs to display geographic information.
- Describe and analyze significant people and events in America and the world.
- Interpret significant patterns, themes, ideas, beliefs, and turning points in America and the world.
- Describe and analyze rights, responsibilities, and roles of a citizen.
- Describe and analyze human systems and utilize geographical tools to locate and identify physical, environmental, and human features.
- Describe and analyze basic economic principals and use problem solving to apply those principals as consumers and citizens in the global marketplace.
- Cite evidence from text to support analysis of primary and secondary sources.
- Write arguments to support claims using valid reasoning and evidence.
- Present information, findings, and supporting evidence that are appropriate to task, purpose, and audience.

**Physical Education**

**Health and Fitness**
- Perform selected loco motor (run, skip, etc.) and non-loco motor (bend, twist, etc.) skills.
- Demonstrate sports skills used in game-like situations.
- Perform movement skills to a rhythm.
- Use and provide feedback to improve personal performance.
- Identify components of health related physical fitness and activities related to each.
- Identify and locate large muscle groups and activities related to each.
• Demonstrate correct form when performing physical fitness activities.
• Identify benefits derived from regular physical activity.
• Identify and participate in activities that provide enjoyment and improve skills, fitness, and health.
• Work independently or with peers in a cooperative, positive, safe, and respectful manner.
• Demonstrate understanding and respect for differences among people in physical activity settings.
• Practice activities to increase skill and fitness competence.

Art
• Identify the elements of art (color, shape, line, texture, space, balance, form and value) used in others’ works.
• Use the elements of art to create works of art.
• Use subjects, themes and symbols in works of art.
• Use and expand knowledge in various media.
• Use various techniques to create 2-dimensional and 3-dimensional works.
• Apply elements of art and principles of design to show perspective and depth.
• Use color and line to influence a response.
• Use visual structures to organize work.
• Demonstrate how elements of time periods and locations influence art.
• Identify realistic, abstract, and non-objective artworks.
• Describe careers in the visual arts.
• Compare works of art produced by others and themselves that communicate personal ideas.
• Discuss why they like or dislike artworks and use appropriate terminology.
• Describe how personal experiences of the artist and viewer may affect the perception of the artwork.

Music

General Music
• Sing and play keeping the steady beat at varied tempos.
• Use singing voice correctly, increasing pitch awareness and extending range.
• Sing / play alone and with others, ensemble pieces including ostinato, rounds, and partner songs.
• Use a variety of classroom instruments to develop reading skills. (Recorders)
• Continue to sing and/or play music representing various cultures, styles, and languages.
• Learn basic conducting cues using different meter.
• Read, create, and notate rhythm patterns using whole, half, quarter, eighth notes, and rests in different meters.
• Read, create and notate simple melodic phrases.
• Identify symbols, terms, and nomenclature. (Road signs)
• Listen attentively to longer sections of a variety of music for certain characteristics.
• Compare and contrast a variety of music using music terms correctly.
• Demonstrate appropriate audience behavior.
• Listen to and identify simple musical forms. (Rondo, AB, ABA, etc.)