



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.



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- 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.
- Identify and discuss the various purposes for creating art.
- 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.)