# Grade 3

## Reading and Language

| Objectives | BSS Difference |
|---|---|
| <ul><li>Retell story describing, setting, characters, plot, solution</li><li>Make connections - text to text, text to self, and text to world</li><li>Make predictions using support from text</li><li>Make inferences using pictures and support from text</li><li>Determine main idea of informational texts and use information to answer comprehension questions in writing</li><li>Write in various genres</li></ul> | <ul><li>Guided reading groups, book clubs</li><li>Daily 5 Reading Centers: Listening to reading, Read to Self, Word Work, Read to Buddy, Work on Writing,Teacher Time</li><li>Book Buddies with younger grade to increase fluency, comprehension, love of reading</li><li>Book trailers on iPads/Cereal Box Book Report</li><li>Secret Readers</li><li>STREAM literacy connections</li><li>Reading week with themed reading activities</li><li>Current events and non-fiction literacy with Scholastic News</li><li>Language-based math curriculum that includes writing to explain answers</li><li>Monthly writing portfolio entries to demonstrate growth</li><li>Paragraph of the Week</li><li>Grammar workbooks and daily language morning work</li><li>Theme based writing activities and books</li></ul> |

| Literature | Informational Text |
|---|---|
| <ul><li>Demonstrate explicit comprehension of text by answering related questions</li><li>Determine the moral and message of different types of fables, folktales, and myths</li><li>Describe character and traits by reading thoughts and actions and then predict the character's response to situations based on traits</li><li>Determine meaning of words based on context clues</li><li>Determine author's point of view and compare it to own</li><li>Use illustrations to enhance comprehension of text</li><li>Begin to develop understanding of different types of poetry</li></ul> | <ul><li>Demonstrate explicit comprehension of informational texts by answering related questions</li><li>Begin to develop skills in determining the main idea and supporting details</li><li>Determine cause and effect of scientific and historic events using time lines, sequencing maps, and graphic organizers</li><li>Identifies meaning of vocabulary and keywords</li><li>Begins to develop skills in using text features and online search tools to locate information</li><li>Gain additional information from visual text features including maps, charts, illustrations, and diagrams</li><li>Uses appropriate transition words to relay knowledge in a to sequence</li></ul> |
| **Vocabulary Acquisition and Use** | **Language: Understand, Edit for Grammar, Usage** |
| <ul><li>Use glossaries or dictionaries to determine or clarify the meaning of words</li><li>Use context clues to determine meaning of words</li><li>Begin to determine meaning of words using Latin roots and affixes</li></ul> | <ul><li>Identify nouns, pronouns, verbs, adjectives and adverbs in sentences and understands their function</li><li>Properly use appropriate verb tense (past, present, future) when forming sentences</li><li>Identify and use simple, compound, and complex sentences</li><li>Identify complete sentences and fragments</li><li>Identify the subject an predicate in a simple sentence</li><li>Write contractions for pairs of words</li></ul> |

| Language: Understand, Edit Mechanics | Writing |
|---|---|
| | ● Identify the correct articles to use with nouns |
| ● Identify and properly punctuate the four types of sentences<br>● Capitalize proper nouns, book titles, and the beginning of a sentence<br>● Use commas to separate words in a series<br>● Indicate a speaker's words with the proper use of quotation marks<br>● Distinguish between proper use and spelling of grade-level homophones<br>● Use proper spelling of high-frequency words and when adding suffixes to base words | ● Brainstorm personal narrative topics<br>● Focus stories on specific, small moments rather than on an entire event or day.<br>● Organize narrative writing into sequence of events<br>● Use dialogue and descriptions to demonstrate actions, feelings<br>● Introduce an opinion on a topic and provide reasons that support the opinion<br>● Provide an introduction, body, and conclusion to form a full opinion writing piece<br>● Identify and research an informative topic<br>● Develop topic with facts, definitions, and detail |

# Math

| Objectives | BSS Difference |
|---|---|
| <ul><li>Expand understanding of whole number relationships and properties to solve 3-digit arithmetic</li><li>Develop understanding of place value, up to 4-digits</li><li>Develop understanding of estimation, to nearest 10 and 100</li><li>Develop understanding of the properties of multiplication and is able to represent and solve basic facts</li><li>Develop an understanding of the relationship between the multiplication and division</li><li>Represent and solve problems involving the four operations</li><li>Identify equal parts of a whole as fractions</li><li>Identify and distinguish between shapes based on their attributes</li><li>Develop an understanding of time telling to the nearest half hour, quarter hour, and minute</li><li>Develop problem solving-skills by representing data using charts, diagrams, organized lists, and pictures</li><li>Define and utilize mathematical vocabulary terms when describing the steps taken to solve problems</li></ul> | <ul><li>Provide small group instruction to differentiated groups</li><li>Provide engaging math centers that support spiraling curriculum</li><li>Challenge students' knowledge in a PBL multiplication and division project</li><li>Integrate math concepts into Mayflower and Oil Spill STREAM projects</li><li>Allow for partner and small group work</li></ul> |

| Operations and Algebraic Thinking | Numbers and Operations |
|---|---|
| <ul><li>Represent basic multiplication facts as repeated addition</li><li>Represent basic multiplication facts using arrays</li><li>Break complex arrays into simpler known facts to solve</li></ul> | <ul><li>Use knowledge of place value to solve multi-digit addition and subtraction problems</li><li>Name and represent 4-digit numbers with drawings</li></ul> |

| | |
|---|---|
| more complicated multiplication problems<br>● Write and solve single-digit multiplication word problems using key words<br>● Identify and use properties of multiplication to solve problems<br>● Identify multiplication keywords when problem solving.<br>● Solve multi-step multiplication word problems<br>● Understand the relationship between multiplication and division through fact families<br>● Represent division facts as repeated division.<br>● Rewrite division number sentences as multiplication equations with a missing factor<br>● Solve word problems involving the four operations while using keywords to identify the appropriate operation to use | and base-ten blocks<br>● Identify and write 4-digit numbers in word form, expanded form, and standard form<br>● Identify and write 6-digit numbers in standard form<br>● Identify and use properties of addition to solve equations<br>● Use understanding of place value to round whole numbers to the nearest 10 or 100<br>● Use knowledge of place value to round and estimate sums and differences of multi-digit numbers<br>● Recognize wholes that have been divided into equal parts<br>● Uses fractions to name the parts of a whole<br>● Represent fractions on a number line<br>● Use fractions to estimate parts of a whole<br>● Compare fractions with the same denominator<br>● Compare fractions with the same numerator<br>● Identify equivalent fractions |
| **Measurement and Data** | **Geometry** |
| ● Tell time to the nearest half hour and quarter hour<br>● Tell time to the nearest minute<br>● Change between units of time<br>● Measure elapsed time<br>● Identify the perimeter around a polygon<br>● Measure the area of a shape<br>● Use a formula to find area | ● Understand basic geometric terms<br>● Distinguish among different polygons based on number of sides<br>● Uses knowledge to distinguishes among different quadrilaterals based on characteristics<br>● Recognize and name triangles based on length of sides and types of angles<br>● Form new shapes by combining known shapes |

# Science

| Skills & Learning Objectives | Content | BSS Difference |
|---|---|---|
| <ul><li>Identify the difference between ecosystems, habitats, communities, populations and how they relate.</li><li>Make connections between food chains and food webs with an understanding that all parts of an ecosystem are connected.</li><li>Explore various animal adaptations and understand their purpose for survival.</li><li>Identify the relationship between predators and prey and explain how it keeps an ecosystem in balance.</li><li>Identify how changes in an ecosystem affect the plants and animals that live there.</li></ul><br><ul><li>Understand the role of environmental engineers that help solve problems related to the environment.</li><li>Understand that environmental problems are almost never isolated because all parts of an ecosystem are connected.</li><li>Understands that the Engineering Design Process is a tool that can be used to help solve problems and can name the steps.</li><li>Make a model river to test which materials work better to absorb and contain an oil spill.</li></ul> | **Life Science-McGraw Hill Unit B: Where Plants and Animals Live**<br><ul><li>Nonfiction text features are introduced and students are taught skills to aid in text navigation.</li><li>Students circulate through adaptation centers to explore various animal adaptations and their purpose.</li><li>Interactive Jeopardy Review Game</li></ul><br>**Engineering is Elementary: Cleaning an Oil Spill**<br><ul><li>Engineer design process</li><li>Test pH levels of soil samples from a fictional town affected by pollution</li><li>Create an interconnected web to demonstrated the relationship between different parts of an ecosystem</li><li>Use iPads to create a YouTube tutorial on how to</li></ul> | <ul><li>Stony Brook Field Trip: Habitat and Food Chain Programs</li><li>I Have, Who Has Activities</li></ul><br><ul><li>**STREAM unit**</li></ul><br><ul><li>Integration of technology as appropriate to enhance learning opportunities</li></ul><br><ul><li>GREEN Week</li></ul> |

| | | |
|---|---|---|
| • Gain experience following the steps of the Environmental Engineer Process to design a process for cleaning an oil spill.<br>• Learn how to successfully solve an environmental problem while staying within budget.<br><br>• Observe the interaction of permanent magnets with a variety of common materials.<br>• Understand that magnets are attracted to materials containing iron.<br>• Discover that magnets display forces of attraction and repulsion.<br>• Identify materials that are conductors and insulators.<br>• Create open, closed, parallel, and series circuits.<br>• Identify and define vocabulary terms associated with magnetism and electricity.<br>• Use science thinking processes to conduct investigations. | clean an oil spill<br>• Fulfill God's call for Christians to act as environmental stewards<br>• Apply knowledge of poetry and write diamante poems comparing healthy ecosystems to polluted ones<br>• Graph their use of the budget using a pie chart and fractions<br><br><br>**FOSS Kit: Magnetism and Electricity**<br><br>• Various hands-on activities and experiments exploring the properties of magnets.<br>• Collaboration of students on the constructing of electric circuits | |

# Social Studies

| Skills & Learning Objectives | Content | BSS Difference |
|---|---|---|
| • Understand how and why people establish communities to meet basic needs.<br>• Identify the unifying characteristics of different communities<br>• Use maps and globes to locate places, physical features such as landforms and bodies of water, and features made by humans<br>• Understand the environment varies from one place to another and influences how and where people, plants, and animals live<br>• Recognize that communities change over time<br>• Understand that conflicts sometimes arise over resources<br>• Recognize and explain that our nation has been shaped by events and actions of the past<br>• Understand that the actions of individuals can affect history<br>• Explain that the U.S. government was founded on democratic principles and beliefs<br>• Understand and distinguish among the three branches of government and each branch's power to protect the rights of citizens<br>• Distinguish among local, state, and national governments' abilities to enforce laws and | **Essential Questions:**<br><br>• What makes a good community?<br>• How do we interact with our planet?<br>• How does our past affect our present?<br>• Why do we have government?<br>• How can I participate?<br>• How does life change throughout history?<br><br><br>Text: **My World Social Studies, We are Connected**<br><br>• Our Communities<br>• Our Environment<br>• Communities Build a Nation<br>• U.S. Government<br>• Citizenship<br>• A Growing Nation | • Participate in daily Morning Assembly with focus on citizenship, prayer and current events<br><br>• Plimoth Plantation visitor and other historical figures to illustrate important Americans and historical events<br><br>• Mayflower STREAM Project<br><br>• Scholastic News - integration of current events<br><br>• Field trip to Plimoth Plantation<br><br><br>Use of instructional strategies that integrate reading and language arts skills:<br><br>• Generalize<br>• Cause and effect<br>• Sequence<br>• Summarize<br>• Fact and opinion<br>• Draw conclusions |

| | | |
|---|---|---|
| provide different kinds of services to meet the needs of citizens<br><br>● Understand that good citizens participate in their communities and work for the common good<br>● Identify American heroes and explain how they have taken risks and overcome obstacles to help others<br>● Explain the importance of civic organizations that work to benefit the common good<br>● Describe how and why communities change over time<br>● Explain how technological developments affect how people live<br>● Understand how individuals can affect communities<br>● Explain that some things may change over time in a community and some things remain the same | | ● Main idea and detail |

## Religion

*Note*:  In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools.  BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 3.

See the curriculum page of our website for the Faith Formation Standards.