

### THIRD GRADE CURRICULUM MAP - Updated May 2020

<b>RELIGION</b>	<b>QTR 1</b>	<b>QTR 2</b>	<b>QTR 3</b>	<b>QTR 4</b>
<b>Worship</b>				
Show an interest in being part of the Christian community at Mass.	X	X	X	X
Participate in the local church community as well as the worldwide Body of Christ.	X	X	X	X
Further identify the Liturgy of the Word: Old testament reading, Psalms, New		X		
Identify the parts of the Liturgy of the Eucharist: Offering of the bread and wine,		X	X	X
<b>Prayer</b>				
Identify five types of prayer: praise, thanksgiving, petition, intercession,	X			
Recite the Apostles' Creed and the prayer to the Holy Spirit.			X	
<b>Sacrament</b>				
Identify and explain the Sacraments of Initiation, the Sacraments of Healing, the	X			
Interpret the meaning of the sacraments as signs of God's grace in their lives.	X			
<b>Scripture</b>				
Distinguish between the Old Testament and the New Testament.			X	
Identify the Gospels and the Acts of the Apostles as part of the New Testament.			X	
<b>Doctrine</b>				
Compare and contrast the mission of each person of the Blessed Trinity.		X		
Define the Church as the Mystical Body of Christ.		X		X
Describe the family as the domestic Church.		X		X
Students will define the Communion of Saints and the unity of the Church.		X		X
Read about and express an interest in the lives of the saints, especially St.			X	
Define the Catholic Social Teaching about work as 'Work is more than a way of				X
<b>Service</b>				
Participate in helping others as a service to God.	X	X	X	X
Use their talents to help other people.	X	X	X	X
Identify saints and holy people as those who help others, with a special devotion			X	
<b>Evangelization</b>				
Recognize that all Christians are united in Christ.	X	X	X	X
Speak openly of their faith in God.	X	X	X	X
<b>Family Life</b>				
Recognize that families continue the work of Jesus in the world.	X	X	X	X

<b>LANGUAGE ARTS</b>				
<b>Reading Literary Text</b>				
Ask and answer questions to demonstrate understanding of a text, referring	X	X	X	X
Recount stories, including fables, folktales, and myths from diverse cultures;				
Describe characters in a story (e.g., their traits, motivations, or feelings) and	X	X	X	X
Determine the meaning of words and phrases as they are used in a text,	X			
Refer to parts of stories, dramas, and poems when writing or speaking about a				
Distinguish their own point of view from that of the narrator or those of the	X			
Explain how specific aspects of a text's illustrations contribute to what is				
By the end of the year, read and comprehend literature, including stories, dramas,	X	X	X	X
Determine the meaning of general academic and domain-specific words and	X	X	X	X
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate			X	
Distinguish their own point of view from that of the author of a text.				
Describe the logical connection between particular sentences and paragraphs in a				
Compare and contrast the most important points and key details presented in				
<b>Reading Informational Text</b>				
Ask and answer questions to demonstrate understanding of a text, referring		X	X	
Determine the main idea of a text; recount the key details and explain how they		X	X	
Describe the relationship between a series of historical events, scientific ideas or		X	X	
Determine the meaning of general academic and domain-specific words and	X	X	X	X
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate		X	X	
Use information gained from illustrations (e.g., maps, photographs) and the		X	X	
Describe the logical connection between particular sentences and paragraphs in a		X	X	
Compare and contrast the most important points and key details presented in		X	X	
By the end of the year, read and comprehend informational texts, including	X	X	X	X
<b>Reading Foundations</b>				
Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X
Identify and know the meaning of the most common prefixes and derivational	X	X	X	X
Decode words with common Latin suffixes.	X	X	X	X
Decode multi-syllable words.	X	X	X	X
Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X
Read grade-level text with purpose and understanding.	X	X	X	X
Read grade-level prose and poetry orally with accuracy, appropriate rate, and	X	X	X	X
Use context to confirm or self-correct word recognition and understanding,	X	X	X	X
<b>Writing</b>				

Write opinion pieces on topics or texts, supporting a point of view with reasons.				X
Introduce the topic or text they are writing about, state an opinion, and create an				X
Provide reasons that support the opinion.				X
Use linking words and phrases (e.g., because, therefore, since, for example) to				X
Provide a concluding statement or section.				X
Write informative/explanatory texts to examine a topic and convey ideas and			X	
Introduce a topic and group related information together; include illustrations			X	
Develop the topic with facts, definitions, and details.			X	
Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect			X	
Provide a concluding statement or section.			X	
Write narratives to develop real or imagined experiences or events using effective	X			
Establish a situation and introduce a narrator and/or characters; organize an	X			
Use dialogue and descriptions of actions, thoughts, and feelings to develop	X	X	X	
Use temporal words and phrases to signal event order.		X		
Provide a sense of closure.	X			
With guidance and support from adults, produce writing in which the	X	X	X	X
With guidance and support from peers and adults, develop and strengthen	X	X	X	X
With guidance and support from adults, use technology to produce and publish	X	X	X	X
Conduct short research projects that build knowledge about a topic.				
Recall information from experiences or gather information from print and digital				
Write routinely over extended time frames (time for research, reflection, and	X	X	X	X
<b>Speaking and Listening</b>				
Engage effectively in a range of collaborative discussions (one-on-one, in groups,	X	X	X	X
Come to discussions prepared, having read or studied required material; explicitly		X	X	X
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful	X	X	X	X
Ask questions to check understanding of information presented, stay on topic,	X	X	X	X
Explain their own ideas and understanding in light of the discussion.	X	X	X	X
Determine the main ideas and supporting details of a text read aloud or	X	X	X	X
Ask and answer questions about information from a speaker, offering appropriate	X	X	X	X
Report on a topic or text, tell a story, or recount an experience with appropriate				
Speak in complete sentences when appropriate to task and situation in order to				
<b>Language</b>				
Demonstrate command of the conventions of standard English grammar and	X	X	X	X
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general	X	X	X	X
Form and use regular and irregular plural nouns.	X	X	X	X

Use abstract nouns (e.g., childhood).	X	X	X	X
Form and use regular and irregular verbs.	X	X	X	X
Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	X	X	X	X
Ensure subject-verb and pronoun-antecedent agreement.*	X	X	X	X
Form and use comparative and superlative adjectives and adverbs, and choose				
Use coordinating and subordinating conjunctions.				
Produce simple, compound, and complex sentences.				
Demonstrate command of the conventions of standard English capitalization,	X	X	X	X
Capitalize appropriate words in titles.	X	X	X	X
Use commas in addresses.				
Use commas and quotation marks in dialogue.	X	X	X	
Form and use possessives.				
Use conventional spelling for high-frequency and other studied words and for				
Use spelling patterns and generalizations (e.g., word families, position-based				
Use knowledge of language and its conventions when writing, speaking, reading,				
Choose words and phrases for effect.*				
Recognize and observe differences between the conventions of spoken and				
Determine or clarify the meaning of unknown and multiple-meaning word and				
Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X
Determine the meaning of the new word formed when a known affix is added to				
Use a known root word as a clue to the meaning of an unknown word with the				
Demonstrate understanding of word relationships and nuances in word meanings.				
<b>MATHEMATICS</b>				
<b>Operations and Algebraic Thinking,</b>				
Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of	X	X		
Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the		X	X	
Use multiplication and division within 100 to solve word problems in situations		X	X	X
Determine the unknown whole number in a multiplication or division equation		X	X	
Apply properties of operations as strategies to multiply and divide. <sup>2</sup> <i>Examples: If</i>	X	X	X	
Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by</i>		X	X	
Fluently multiply and divide within 100, using strategies such as the relationship		X	X	
Solve two-step word problems using the four operations. Represent these	X	X	X	X
<sup>1</sup> This standard is limited to problems posed with whole numbers and having whole				
Identify arithmetic patterns (including patterns in the addition table or	X	X	X	X

<b>Number Sense and Operations in Base Ten</b>				
Use place value understanding to round whole numbers to the nearest 10 or 100.	X			
Fluently add and subtract within 1000 using strategies and algorithms based on	X			
Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times$	X	X		
<b>Number Sense and Operations in Fractions</b>				
Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is			X	
Understand a fraction as a number on the number line; represent fractions on a			X	
Represent a fraction $1/b$ on a number line diagram by defining the interval from 0			X	
Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$			X	
Explain equivalence of fractions in special cases, and compare fractions by			X	
Understand two fractions as equivalent (equal) if they are the same size, or the			X	
Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ .			X	
Express whole numbers as fractions, and recognize fractions that are equivalent			X	
Compare two fractions with the same numerator or the same denominator by			X	
<b>Measurement and Data</b>				
Tell and write time to the nearest minute and measure time intervals in minutes.				X
Measure and estimate liquid volumes and masses of objects using standard units				X
Draw a scaled picture graph and a scaled bar graph to represent a data set with				X
Generate measurement data by measuring lengths using rulers marked with				X
<b>Geometry</b>				
Recognize area as an attribute of plane figures and understand concepts of area				X
A square with side length 1 unit, called “a unit square,” is said to have “one				X
A plane figure which can be covered without gaps or overlaps by $n$ unit squares is				X
Measure areas by counting unit squares (square cm, square m, square in, square				X
Relate area to the operations of multiplication and addition.				X
Find the area of a rectangle with whole-number side lengths by tiling it, and show				X
Multiply side lengths to find areas of rectangles with whole number side lengths				X
Recognize area as additive. Find areas of rectilinear figures by decomposing them				X
Solve real world and mathematical problems involving perimeter of polygons,				X
Understand that shapes in different categories (e.g., rhombuses, rectangles, and				X
Partition shapes into parts with equal areas. Express the area of each part as a				X
<b>SOCIAL STUDIES</b>				
<b>Documents Shaping Constitutional Democracy</b>				

Explain and give examples of how laws are made and changed within the state		X		
Explain the major purposes of the Missouri Constitution		X		
Examine how individual rights are protected in our state		X		
Explain how the State of Missouri relies on responsible participation and draw		X		
Describe the character traits and civic attitudes of influential Missourians.		X		
Explain how the National Anthem symbolizes our nation.		X		
Recognize and explain the significance of Missouri symbols, such as the Gateway	X	X		
<b>Government Systems</b>				
Explain how governments balance individual rights with common good to solve	X			
Analyze peaceful resolution of disputes by the courts, or other legitimate	X			
Describe how authoritative decisions are made, enforced and interpreted by the	X			
Identify and explain the functions of the three branches of government in the	X			
<b>History</b>				
Describe the migration of native Americans to Missouri prior to European			X	
Describe the discovery, exploration and early settlement of Missouri by European			X	
Describe the reasons African peoples were enslaved and brought to the Missouri.			X	
Examine cultural interactions and conflicts among Native Americans, European			X	
Examine cultural interactions and conflicts among Missourians after the Civil War.			X	
Identify and describe the significance of the individuals from Missouri who have			X	
Describe the importance of the Louisiana Purchase and the expedition of Lewis			X	
Evaluate the impact of westward expansion on the Native Americans in Missouri.			X	
Discuss issues of Missouri statehood.			X	
Explain Missouri's role in the Civil War including the concept of a border state.			X	
Describe the changes in Missouri since the Civil War in education, transportation			X	
<b>Economics</b>				
Compare and contrast private and public goods and services.				X
Define natural, capital and human resources.				X
Define economy.				X
Explain supply and demand.				X
Conduct a personal cost-benefit analysis.				X
Define taxes and explain sources of tax generation.				X
List how tax monies are used, who benefits from tax-supported services, and who				X
Explain factors, past and present, that influence changes in our state's economy				X
<b>Geographical Studies</b>				
Read and construct historical and current maps.				X

Name and locate major cities, rivers, regions, & border states of Missouri.				X
Describe and use absolute location using a grid system.				X
Identify and compare physical characteristics of Missouri, such as climate,				X
Describe human characteristics of Missouri such as population composition,				X
Describe how people of Missouri are affected by, depend on, adapt to and change				X
Describe how changes in communication and transportation technologies affect				X
Identify regions in Missouri.				X
Compare regions in Missouri. (e.g. explain how life in a city region is different				X
Explain how geography affected important events in Missouri history.				X
<b>People, Groups, and Cultures</b>				
Compare the cultural characteristics of Missouri with other states in the nation				
Take part in a constructive process or method for resolving conflicts (such				
Research stories and songs that reflect the cultural history of Missouri.				
Describe how people in Missouri preserve their cultural heritage through				
Examine the changing roles of Native Americans, Immigrants. African Americans,				
<b>Tools of Social Studies Inquiry</b>				
Identify, select, and analyze primary and secondary sources to determine				
Create and use artifacts such as building structures and materials, works of art				
Identify facts and opinions in social studies topics.				
Conduct and present Social studies research to an audience using appropriate				
Generate supporting questions about Social Studies topics.				
Use steps in a process to investigate a social studies' question.				
Use appropriate sources to investigate social studies' questions.				
Investigate an appropriate social studies' question and share results with				
<b>SCIENCE</b>				
<b>Physical</b>				
Plan and conduct an investigation to provide evidence of the effects of balanced			X	X
Make measurements of an object's motion to describe a pattern that can be used			X	X
Students will formulate questions to determine the cause and effect relationships			X	X
Identify and describe a simple design problem that they will solve by applying a			X	X
<b>Life</b>				
Create a presentation representing the differing life cycles of organisms (including	X	X		
Analyze data from fossils to provide evidence of organisms that lived long ago and	X	X		
Defend a claim for how characteristics among individuals of the same species may	X	X		

Defend a claim and provide evidence for why a particular environment fully meets	X	X		
Make a claim about the merit of a given solution to a problem caused when the	X	X		
<b>Ecosystems</b>				
Students will defend a claim that some animals form groups that help members	X			
Students will analyze data to demonstrate that plants and animals have traits	X			
Use evidence to construct an explanation about how environmental factors	X			
<b>Earth</b>				
Students will display data using tables, graphs, or charts to describe typical			X	
Students will gather information from various sources to describe climates in			X	
Students will defend a claim about the merit of a given design solution that			X	
<b>Engineering Design</b>				
Define a simple design problem reflecting a need or a want that includes	X	X	X	X
Generate and compare multiple possible solutions to a problem based on how	X	X	X	X
Plan and carry out fair tests in which variables are controlled and failure points	X	X	X	X
<b>Human Anatomy</b>				
Discuss and describe the skeletal system and how it connects to other body			X	X
Describe the functions of the brain and nerves.			X	X