

## Cedar Fork Elementary School

<b>Grade 3 - Second Quarter - Assessed Objectives</b>		
<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<p><b>Reading Habits</b>  <b>1.062</b> Read independently every day for at least 20 minutes to learn more about various topics.  <b>2.032</b> Read different types of nonfiction such as autobiographies, informational books, diaries, and journals.</p> <p><b>Vocabulary and Word Work</b>  <b>1.042</b> Increase vocabulary by doing lots of reading, listening, and viewing.  <b>1.012</b> Figure out unfamiliar words by using what you know about contractions, vowel patterns like oi, ow, aw, r controlled vowels, plurals, and homophones (like maid and made).  <b>1.022</b> Figure out what words mean by applying the meanings of these prefixes (bi-, mis-) and suffixes (-er, -est).  <b>1.031</b> Use context clues to figure out the meanings of unfamiliar words.  <b>1.051</b> Use the glossary to learn about new words in nonfiction text.</p> <p><b>Comprehension and Connections (After Reading Strategies with Nonfiction Text)</b>  <b>2.021</b> Identify the purpose for reading a selection (What do you want to learn from this article?)  <b>2.0221</b> Preview nonfiction texts and make predictions about what you will learn before reading.</p> <p><b>During Reading Strategies with Nonfiction Text</b>  <b>2.023</b> Make predictions.  <b>2.026</b> Make connections.  <b>2.024</b> Ask questions.  <b>2.0441</b> Identify sequence in nonfiction texts (find examples in the text).</p> <p><b>Main Idea</b>  <b>2.0471</b> Identify main idea and supporting details from nonfiction texts (find examples in the text).  <b>2.061</b> Summarize main ideas.  <b>2.024</b> Ask open-ended questions after reading nonfiction texts.  <b>2.025</b> Find information in the text that answers the question, "What do you want to learn?"  <b>3.05</b> Find similarities and differences in the information found in nonfiction texts comparing the text features of graphs, charts, and maps and the information in the body of the text.  <b>2.0581</b> Identify cause and effect in nonfiction texts (finding examples in the text).  <b>2.05</b> Draw conclusions and make inferences (find examples in the text).</p>	<p><b>Writing Variety</b>  <b>4.072</b> Write a variety of different types of texts including learning logs and letters by choosing either the topic or type of writing.  <b>4.093</b> Write friendly letters  <b>4.022</b> Discuss information  <b>4.028</b> Explain own learning.</p> <p><b>Focus</b>  <b>4.052</b> Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as learning logs or letters).  <b>4.062</b> Stick to the topic when writing.  <b>4.081</b> Reread what you have written and revise by making it clearer.</p> <p><b>Organization</b>  <b>4.042</b> Come up with own ideas for topics to write about and plan before writing (may plan by using webs).</p> <p><b>Support and Elaboration</b>  <b>5.041</b> Write two or more paragraphs that have topic sentences and supporting details.</p> <p><b>Style</b>  <b>4.085</b> Reread own writing and make it better by using better words (precise vocabulary – synonyms for overused words).</p> <p><b>Conventions</b>  <b>5.03</b> Speak and write in complete sentences.  <b>5.052</b> Check spelling to see if it looks right and remember that some letters are silent.  <b>5.014</b> Use a capital letter to begin names of holidays and special events.  <b>5.011</b> Use capital letters for names of places (like states, mountains, seas, etc.)  <b>5.015</b> Use commas in greetings (after names).  <b>5.016</b> Use apostrophes in the right place in contractions</p>	<p><b>Number and Operations</b>  <b>Goal 1 - The learner will model, identify and compute with whole numbers through 9,999.</b>  <b>1.03</b> <i>Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:</i>  <b>1.03a</b> Strategies for multiplying and dividing numbers.  <b>1.03c</b> Relationships between operations.  <b>1.05</b> <i>Use area or region models and set models of fractions to explore part-whole relationships.</i>  <b>1.05a</b> Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).  <b>1.05b</b> Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.  <b>1.05c</b> Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.  <b>1.05d</b> Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.  <b>1.05e</b> Understand and use mixed numbers and their equivalent fraction forms.  <b>1.06</b> Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p> <p><b>Measurement</b>  <b>Goal 2 – The learner will recognize and use standard units of metric and customary measurement.</b>  <b>2.01</b> <i>Solve problems using measurement concepts and procedures involving:</i>  <b>2.01b</b> Equivalent measures within the same measurement system.  <b>2.02</b> <i>Estimate and measure using appropriate units.</i>  <b>2.02b</b> Length (miles, kilometers).  <b>2.02c</b> Mass (ounces, pounds, grams, kilograms).  <b>2.02d</b> Temperature (Fahrenheit and Celsius)</p>

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## Grade 3 - Second Quarter - Assessed Objectives

		Math
		<p><b>Geometry</b> Goal 3 – The learner will recognize and use basic geometric properties of two- and three-dimensional figures.</p> <p><b>3.01</b> Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.</p> <p><b>3.02 Use a rectangular coordinate system to solve problems.</b></p> <p><b>3.02a</b> Graph and identify points with whole number and/or letter coordinates.</p> <p><b>3.02b</b> Describe the path between given points on the plane.</p> <p><b>Data Analysis and Probability</b> Goal 4 – The learner will understand and use data and simple probability concepts.</p> <p><b>4.02</b> Determine the number of permutations and combinations of up to three items.</p> <p><b>Algebra</b> Goal 5 – The learner will recognize, determine, and represent patterns and simple mathematical relationships.</p> <p><b>5.01</b> Describe and extend numeric and geometric patterns.</p>

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<b>Grade 3 - Second Quarter - Assessed Objectives</b>		
<b>Science</b>	<b>Health</b>	<b>Social Studies</b>
<p><b>Goal 4 - The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.</b></p> <p><b>4.01</b> Identify the skeleton as a system of the human body.</p> <p><b>4.02</b> Describe several functions of bones:</p> <ul style="list-style-type: none"> <li>• Support.</li> <li>• Protection.</li> <li>• Locomotion.</li> </ul> <p><b>4.03</b> Describe the functions of different types of joints:</p> <ul style="list-style-type: none"> <li>• Hinge.</li> <li>• Ball and socket.</li> <li>• Gliding.</li> </ul> <p><b>4.04</b> Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices.</p> <p><b>4.05</b> Observe and describe how muscles cause the body to move.</p>	<p><b>Goal 6 - The learner will choose not to participate in substance use.</b></p> <p><b>6.01</b> Explain reasons not to use tobacco products.</p> <p><b>6.02</b> Assertively decline to smoke.</p> <p><b>6.03</b> Describe benefits of not using substances.</p> <p><b>6.04</b> Identify positive and negative influences on substance use.</p>	<p><b>Goal 2 - The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.</b></p> <p><b>2.01</b> Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.</p> <p><b>2.02</b> Analyze similarities and differences among families in different times and in different places.</p> <p><b>2.03</b> Describe similarities and differences among communities in different times and in different places.</p> <p><b>Goal 3 - The learner will examine how individuals can initiate change in families, neighborhoods, and communities.</b></p> <p><b>3.01</b> Analyze changes, which have occurred in communities past and present.</p> <p><b>3.02</b> Describe how individuals, events, and ideas change over time.</p> <p><b>3.03</b> Compare and contrast the family structure and the roles of its members over time.</p> <p><b>Goal 4 - The learner will explain geographic concepts and the relationship between people and geography in real life situations.</b></p> <p><b>4.04</b> Compare how people in different communities adapt to or modify the physical environment to meet their needs.</p>

## Cedar Fork Elementary School

### Grade 3 - First Semester - Assessed Objectives

Music	Art	Physical Education
<p><b>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music.</b> 1.01 Sing simple songs with increased pitch accuracy.</p> <p><b>Goal 4 - The learner will compose and arrange music within specified guidelines.</b> 4.01 Create and arrange music to accompany readings or dramatizations. 4.02 Compose short pieces for voices or instruments using the pentatonic scale and varied rhythmic values.</p> <p><b>Goal 5 - The learner will read and notate music.</b> 5.01 Read whole, half, dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters. 5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.</p> <p><b>Goal 7 - The learner will evaluate music and music performances.</b> 7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology.</p> <p><b>Goal 9 - The learner will understand music in relation to history and culture.</b> 9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use. 9.04 Identify and describe roles of musicians in various musical settings and cultures.</p>	<p>First Nine Weeks</p> <p><b>Goal 1 – The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</b> 1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art. 1.06 Refine images of self, pets, family, friends, and environment.</p> <p><b>Goal 6 – The learner will reflect upon and assess the characteristics and merits of their work and the work of others.</b> 6.04 Express what can be learned from a mistake or accident of one's own or others. 6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.</p> <p>Second Nine Weeks</p> <p><b>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes.</b> 2.01 Expand control and manipulation of the media and tools, which may include the following: Photography, Drawing, Cut paper, 3-D, Printmaking, Painting, Ceramic, and Fibers. 2.03 Demonstrate increased fine motor skills.</p>	<p><b>Goal 7 The learner will achieve and maintain an acceptable level of health-related fitness.</b> 7.01 Recall all of the components of a health-related fitness. 7.03 Demonstrate appropriate warm-up and cool down activities.</p> <p><b>Goal 10 The learner will demonstrate response personal and social behavior in physical activity settings.</b> 10.02 Demonstrate the ability to follow directions and safety rules. 10.03 Identify positive behaviors and comments to use during play situations.</p> <p><b>Goal 11 The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.</b> 11.03 Demonstrate catching and throwing patterns with balls and other appropriate objects. 11.05 Perform the skills of kicking, dribbling, passing, and trapping.</p> <p><b>Goal 12 The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.</b> 12.03 Assess the major characteristics of mature walking, running, throwing, catching. 12.04 Use feedback to improve performance.</p>

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### Grade 3 - First Semester - Assessed Objectives

Computer / Technology Skills	Computer / Technology Skills	Computer / Technology Skills
<p><b>Goal 1 – The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</b></p> <p><b>1.01</b> Identify, discuss, and chart uses of technology in the community (e.g., farmers, grocery, restaurant, veterinarian, medical and emergency services).</p> <p><b>1.02</b> Identify the function of common computing devices (e.g., input, output, processing).</p> <p><b>1.03</b> Recognize, discuss, and use responsible and safe behavior in the use of technology resources.</p> <p><b>1.04</b> Demonstrate knowledge of individual's rights of ownership of created works by citing sources.</p> <p><b>1.07</b> Recognize spreadsheets as a tool to organize, calculate, and graph information to make predictions.</p> <p><b>1.08</b> Identify and discuss spreadsheet terms / concepts (e.g., cell, column, row, values, labels, chart, graph).</p> <p><b>1.09</b> Identify and use formatting terms / concepts (e.g., font size / style, line spacing) to format and change the appearance of word processing documents as a class / group.</p> <p><b>1.10</b> Recognize that Copyright Laws protect creative works individuals / groups / companies.</p> <p><b>1.12</b> Identify &amp; discuss Copyright &amp; Fair Use Guidelines as a class.</p> <p><b>1.16</b> Cite sources of information (print and nonprint) for a class project.</p>	<p><b>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</b></p> <p><b>2.06</b> Enter / edit data in a prepared spreadsheet to perform calculations. Identify and discuss the changes that occur as a class / group.</p> <p><b>2.07</b> Demonstrate correct finger placement for home row keys.</p> <p><b>2.08</b> Use menu / tool bar functions (e.g., font size / style, line spacing) to format and change the appearance of word processing documents as a class / group.</p>	<p><b>Goal 3 – The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.</b></p> <p><b>3.01</b> Recognize, discuss, and use graphs to display and interpret data in prepared spreadsheets; identify and cite sources.</p> <p><b>3.02</b> Enter / edit data in a prepared spreadsheet to perform calculations and determine which graph best represents the data as a class / group</p> <p><b>3.03</b> Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories.</p>