

Cedar Fork Elementary School

Grade 3 - First Quarter - Assessed Objectives

Reading	Writing	Math
<p>Reading Habits 1.061 Read independently daily for at least 20 minutes to improve reading fluency (rate, expression, and accuracy). 2.033 Read different kinds of poems including limericks, riddles, and proverbs.</p> <p>Vocabulary and Word Work 1.041 Increases vocabulary by doing lots of reading, listening to book talks, and discussing. 1.011 Figure out unfamiliar words by using what you know about long and short vowels, r controlled vowels, compound words, base words, and plurals. 1.021 Figure out what words mean by applying the meanings of these prefixes (<i>un-</i>, <i>dis-</i>, <i>non-</i>, and suffixes <i>-y</i>, <i>-ly</i>).</p> <p>Comprehension and Connections (Before and During Reading Strategies) 2.07 Explain why you choose what you will read and tell what you hope to find out. 2.0222 Preview stories and make predictions about the characters, setting, problem, or major events before reading. <i>During Reading Strategies (narrative text)</i> 2.023 Make predictions 2.024 Ask questions, 2.026 Make connections 2.082 Ask questions to learn more or to clear up confusions when listening to others. 2.01 Use fix-up strategies when what you read doesn't make sense (reread, read ahead, ask for help, slow down, ask questions, paraphrase, retell) <i>Poetry</i> 2.0331 Read and understand poetry. 2.0411 Recognize similes, metaphors, and idioms in poetry and understand what they mean</p> <p>3.11 Recognize several different nonfiction genres such as biographies, articles, and instructions.</p>	<p>Writing Variety 4.071 Write a variety of different types of texts including poetry, instructions, directions, and notes by either choosing the topic or type of text. 4.094 Write notes, poetry, directions, and instructions.</p> <p>Focus 4.051 Explain to whom you are writing, for what purpose, and why you decided to use the selected form of writing (such as a story, list, poem, etc.). 4.061 Include main ideas in writing samples. 4.023 Continue a conversation with someone through either writing or speaking.</p> <p>Organization 4.021 Present information in an order that makes sense when speaking or writing. 4.041 Come up with own ideas for topics to write about and plan before writing by drawing or talking to others.</p> <p>Support and Elaboration 4.082 Reread own writing and make it better by adding descriptive words and phrases.</p> <p>Style 4.085 Reread own writing and make it better by using better words (strong verbs).</p> <p>Sharing/Publishing 5.051 Use sound patterns to spell words. 5.012 Use periods after initials and abbreviated titles. 5.013 Use commas in dates and between city and state. 5.08 Use handwriting (printing) that others can easily read.</p>	<p>Number and Operations Goal 1 - The learner will model, identify and compute with whole numbers through 9,999. 1.01 Develop number sense for numbers through 9,999. 1.01a Connect model, number word, and number using a variety of representations. 1.01b Build understanding of place value (ones through thousands). 1.01c Compare and order. 1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using: 1.02a Strategies for adding and subtracting numbers. 1.02c Relationships between operations. 1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p> <p>Measurement Goal 2 – The learner will recognize and use standard units of metric and customary measurement. 2.01 Solve problems using measurement concepts and procedures involving: 2.01a Elapsed time. 2.01b Equivalent measures within the same measurement system. 2.02 Estimate and measure using appropriate units. 2.02b Length (miles, kilometers).</p> <p>Geometry Goal 3 – The learner will recognize and use basic geometric properties of two- and three-dimensional figures. 3.01 Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures. Data Analysis and Probability Goal 4 – The learner will understand and use data and simple probability concepts. 4.02 Determine the number of permutations and combinations of up to three items. 4.03 Solve probability problems using permutations & combinations.</p> <p>Algebra Goal 5 – The learner will recognize, determine, and represent patterns and simple mathematical relationships. 5.04 Find the value of the unknown in a number sentence.</p>

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Science	Health	Social Studies
<p>Goal 3 - The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system.</p> <p>3.01 Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed.</p> <p>3.02 Observe that objects in the sky have patterns of movement including: sun, moon, and stars.</p> <p>3.03 Using shadows follow and record the apparent movement of the sun in the sky during the day.</p> <p>3.04 Use appropriate tools to make observations of the moon.</p> <p>3.05 Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.</p> <p>3.06 Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly.</p>	<p>Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others.</p> <p>2.01 Demonstrate ability to monitor personal feelings.</p> <p>2.02 Identify unhealthy behaviors that express happiness, sadness, fear, anger and demonstrate coping skills to handle them.</p> <p>2.03 Discuss universally expected standards of behavior.</p> <p>2.04 Acknowledge that behavior is changeable.</p> <p>2.05 Handle embarrassment appropriately.</p> <p>Goal 3 - The learner will interpret health risks for self and others and corresponding protection measures.</p> <p>3.01 Make a plan to escape fire in a building.</p> <p>3.02 Avoid smoke inhalation during a fire.</p> <p>3.03 Respond appropriately to weather-related emergencies.</p> <p>3.04 Demonstrate first aid for minor problems.</p> <p>3.05 Select appropriate resources to deal with a variety of health risk situations.</p> <p>3.06 Use a helmet when riding a bike.</p> <p>Goal 4 - The learner will apply relationship skills to the promotion of health and the prevention of risk.</p> <p>4.01 Effectively express opinions contrary to those of others.</p> <p>4.02 Initiate conversation with others.</p> <p>4.03 Show concern for others.</p> <p>4.04 Exercise self-control as a substitute for aggression.</p>	<p>Goal 1 - The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.</p> <p>1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.</p> <p>1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.</p> <p>1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.</p> <p>1.04 Explain the need for leaders in communities and describe their roles and responsibilities.</p> <p>1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.</p> <p>1.06 Identify selected personalities associated with major holidays and cultural celebrations.</p> <p>Goal 4 - The learner will explain geographic concepts and the relationship between people and geography in real life situations.</p> <p>4.01 Distinguish between various types of maps and globes.</p> <p>4.02 Use appropriate source maps to locate communities.</p> <p>4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.</p>

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Grade 3 - First Semester - Assessed Objectives

Music	Art	Physical Education
<p>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music. 1.01 Sing simple songs with increased pitch accuracy.</p> <p>Goal 4 - The learner will compose and arrange music within specified guidelines. 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>Goal 5 - The learner will read and notate music. 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>Goal 7 - The learner will evaluate music and music performances. 7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology.</p> <p>Goal 9 - The learner will understand music in relation to history and culture. 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><i>First Nine Weeks</i></p> <p>Goal 1 – The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. 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>Goal 6 – The learner will reflect upon and assess the characteristics and merits of their work and the work of others. 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><i>Second Nine Weeks</i></p> <p>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 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>Goal 7 The learner will achieve and maintain an acceptable level of health-related fitness. 7.01 Recall all of the components of a health-related fitness. 7.03 Demonstrate appropriate warm-up and cool down activities.</p> <p>Goal 10 The learner will demonstrate response personal and social behavior in physical activity settings. 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>Goal 11 The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities. 11.01 Demonstrate American and International folk dances. 11.02 Create movement sequences to a rhythmic beat while manipulating objects. 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>Goal 12 The learner will demonstrate a competent level of physical activity, sport, and fitness literacy. 12.03 Assess the major characteristics of mature walking, running, throwing, catching. 12.04 Use feedback to improve performance.</p>

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