

What your child will learn in Grade 3



Grade 3 Literacy Goals

Types of Skills	Goals
Foundational	In third grade, as students transition from “learning to read/write” to “reading/writing to learn,” a portion of the literacy block should continue to focus on developing & sustaining word structure knowledge through demonstrating & applying phonetic (decoding) knowledge & spelling (encoding) knowledge for listening, speaking, reading, writing, and thinking.
Reading	In third grade, students develop & sustain comprehension & response skills while listening & reading. These skills should progress throughout the year as students use metacognitive strategies to determine author’s purpose, analyze craft, & recognize genre characteristics & structures in increasingly complex texts.
Writing	In third grade, students develop & sustain oral & written language skills to communicate ideas effectively. By using the writing process recursively, students will compose multiple texts that consider audience & purpose, apply appropriate genre characteristics & craft, & determine appropriate mode of delivery.

Grade 3 Literacy

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 1: Introduction to Multiple Genres	8/14 - 9/22	3.2Ai, 3.2Aii, 3.2Aiv, 3.2Av, 3.2Avi, 3.2Avii, 3.2Bi, 3.2Biv, 3.2Bv, 3.2Bvi, 3.2Bvii, 3.2D, 3.3A, 3.3B, 3.3C, 3.3D, 3.4A	3.6A, 3.6B, 3.6C, 3.6D, 3.6E, 3.6F, 3.6H, 3.6I, 3.7A, 3.7B, 3.7C, 3.7D, 3.7E, 3.7G, 3.8A, 3.8B, 3.8C, 3.8D, 3.9B, 3.10A, 3.10C, 3.10D, 3.10E, 3.10G	3.11A, 3.11Bi, 3.11Bii, 3.11C, 3.11Di, 3.11Diii, 3.11Div, 3.11Dv, 3.11Dvii, 3.11Dix, 3.11Dx, 3.11Dxi, 3.11E, 3.12A, 3.12D
Unit 2: Elements of Multiple Genres	9/25 – 11/3	3.2C, 3.4A	3.6E, 3.6F, 3.6G, 3.7C, 3.8C, 3.9A, 3.9C, 3.9Di, 3.9Dii, 3.9Diii, 3.9Ei, 3.9Eiii, 3.9F, 3.10A, 3.10B	3.11Bi, 3.11Bii, 3.11C, 3.11Dii, 3.11Dviii, 3.12B
Unit 3: Developing Comprehension through Multiple Genres	11/6 – 12/21	3.2Aiii, 3.2Bii, 3.2Biii, 3.4A,	3.6E, 3.6F, 3.8C, 3.9Di, 3.7C, 3.10A, 3.10F	3.11Bi, 3.11Bii, 3.11C, 3.11Dvi, 3.12C
Unit 4: Deepening Understanding of Multiple Genres	1/9 – 2/16	3.4A	3.6E, 3.6F, 3.7C, 3.8C, 3.9Di, 3.10A	3.11Bi, 3.11Bii, 3.11C
Unit 5: Making Real World Connections through Multiple Genres	2/21 – 4/5	3.4A	3.6E, 3.6F, 3.7C, 3.8C, 3.9Di, 3.10A	3.11Bi, 3.11Bii, 3.11C

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 6: Genre Studies	4/18 – 5/24	3.4A	3.6E, 3.6F, 3.7C, 3.8C, 3.9Di, 3.10A,	3.11Bi, 3.11Bii, 3.11C,

Grade 3 Mathematics

Unit	Dates	TEKS	Unit Goals
Unit 1: Place Value, Addition, and Subtraction	8/14 – 9/22	3.2A, 3.2C, 3.2D, 3.4A, 3.4B, 3.4C, 3.5A	<p>Students will:</p> <ul style="list-style-type: none"> • Compose and decompose numbers up to 100,000 in more than one way. • Use strategies (place value, properties of operations, and the relationship between addition and subtraction) to solve addition and subtraction problems within 1,000. • Use concrete and pictorial models, and equations to represent and solve multi-step addition and subtraction problems. • Compare and order numbers up to 100,000 using symbols.
Unit 2: Multiplication and Division	9/25 – 11/17	3.4D, 3.4E, 3.4F, 3.4H, 3.4I, 3.4J, 3.4K, 3.5B, 3.5C, 3.5D	<p>Students will:</p> <ul style="list-style-type: none"> • Solve multiplication and division problems using objects, pictorial models, properties of operations or recall of facts. • Represent multiplication and division using repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.
Unit 3: Fractions	11/27 – 1/12	3.3A, 3.3B, 3.3C, 3.3D, 3.3E, 3.3F, 3.3G, 3.3H	<p>Students will:</p> <ul style="list-style-type: none"> • Use concrete and pictorial models (including strip diagrams and number lines) to represent fractions greater than zero and less than one with denominators of 2, 3, 4, 6, or 8. • Compare two fractions having the same numerator or denominator in problems using symbols, words, objects and pictorial models. • Represent equivalent fractions with denominators of 2, 3, 4, 6, or 8 using a variety of objects and pictorial models, including number lines.
Unit 4: Extending Multiplication	1/16 – 2/2	3.2B, 3.4G, 3.5B, 3.5C, 3.5E	<p>Students will:</p> <ul style="list-style-type: none"> • Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.

			<ul style="list-style-type: none"> Represent real-world relationships using number pairs in table and verbal descriptions.
Unit 5: Geometry & Measurement	2/5 – 3/22	3.6A, 3.6B, 3.6C, 3.6D, 3.6E, 3.7A, 3.7B, 3.7C, 3.7D, 3.7E	<p>Students will:</p> <ul style="list-style-type: none"> Sort and classify 2D shapes and 3D figures using formal geometric language. Determine the area of rectangles with square units. Determine the perimeter of a polygon. Determine a missing side length when perimeter and remaining lengths are given.
Unit 6: Data Analysis	3/25 – 4/9	3.8A, 3.8B	<p>Students will:</p> <ul style="list-style-type: none"> Summarize data using a frequency table, dot plot, pictograph, and bar graph with scaled intervals. Solve one- and two-step problems with multiple categories using data from a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
Unit 7: Personal Financial Literacy & STAAR Review	4/15 – 5/24	3.9A, 3.9B, 3.9C, 3.9D, 3.9E, 3.9F	<p>Students will:</p> <ul style="list-style-type: none"> Explain when credit is used it is the borrower’s responsibility to pay it back to the lender usually with interest. List reasons for saving money and explain the benefits of a savings plan.

Grade 3 Science/Engineering

Unit	Dates	TEKS	Unit Goals
Unit 1: Introduction to Science and Engineering	8/14 – 10/6	3.5, 3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.6A, 3.3A, 3.3B, 3.4B, 3.6A, 3.6B, 3.6C, 3.6D	<p>Students will:</p> <ul style="list-style-type: none"> Design and conduct an investigation. Safely use appropriate tools and techniques to gather, analyze, and interpret data. Define a simple problem and find solutions.
Unit 2: Physical Properties			<p>Students will:</p> <ul style="list-style-type: none"> carry out investigations to describe and classify observable and measurable physical properties of matter. They construct graphic organizers to show patterns of similar properties that different materials share.
Unit 3: Force, Motion, and Energy	10/16 – 11/17	3.7A, 3.7B, 3.8A, 3.8B	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate and describe forces. Demonstrate and explain how position and motion can be changed.

Unit	Dates	TEKS	Unit Goals
			<ul style="list-style-type: none"> • Identify examples of energy. • Demonstrate how the speed of an object is related to its mechanical energy.
Unit 4: Space	11/27 – 12/22	3.9A, 3.9B	Students will: <ul style="list-style-type: none"> • Construct models and explain the orbits of the Sun, Earth, and Moon in relation to each other. • Identify the order of the planets in Earth's solar system in relation to the Sun.
Unit 5: Organisms and Environments	1/8 – 2/23	3.12A, 3.12B, 3.12C, 3.12D, 3.13A, 3.13B	Students will: <ul style="list-style-type: none"> • Explain how weather affects animal growth and behavior and plant responses. • Identify and describe the flow of energy in a food chain and predict how changes affect the ecosystem. • Describe how natural changes to the environment cause some organisms to thrive, perish or move to new locations. • Identify fossils as evidence of past living organisms and environments. • Explain how external structures and functions of animals enable them to survive. • Illustrate and compare life cycles.
Unit 6: Weather	2/26 – 3/8	3.10A	Students will: <ul style="list-style-type: none"> • Compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.
Unit 7: Earth's Changing Surface	3/18 – 4/19	3.10B, 3.10C	Students will: <ul style="list-style-type: none"> • Investigate and explain how soils are formed by weathering of rock and by decomposition of plant and animal remains. • Model and describe rapid changes in Earth's surface.
Unit 8: Earth's Resources	4/22 – 5/24	3.11A, 3.11B, 3.11C	Students will: <ul style="list-style-type: none"> • Explore and explain how humans use natural resources. • Explain why the conservation of natural resources is important. • Identify ways to conserve natural resources.

Grade 3 Social Studies

Unit	Dates	TEKS	Unit Goals
Unit 1: Citizenship	8/14 – 9/15	3.9A, 3.9B, 3.9C	<p>Students will:</p> <ul style="list-style-type: none"> Explain how global citizens gather, analyze, and communicate information about how people, places, ideas, and events shape their world. Describe the characteristics and responsibilities of being a good citizen. Explain that civic responsibility includes acts such as obeying laws, serving the community, serving on a jury, and voting.
Unit 2: Communities, Past, and Present	9/18 – 10/20	3.1A, 3.1B, 3.1C, 3.2A, 3.2B, 3.3A, 3.3B, 3.3C, 3.4A, 3.4B, 3.4C	<p>Students will:</p> <ul style="list-style-type: none"> Explain where people live influences them, the land, and their culture. Describe individuals who make a difference. Describe how maps tell a story using physical characteristics.
Unit 3: Community Service	10/23 – 11/17	3.1A, 3.9B, 3.9C, 3.9D	<p>Students will:</p> <ul style="list-style-type: none"> Explain how global citizens gather, analyze, and communicate information about how people, places, communities, ideas, and events shape their world. Explain how decisions have consequences both positive and/or negative.
Unit 4: History	11/27 – 12/22	3.1B, 3.1C, 3.8A, 3.8B, 3.9B	<p>Students will:</p> <ul style="list-style-type: none"> Explain good citizens exhibit important characteristics and make a difference. Explain a democratic society is based on individuals rights, freedoms, and responsibilities. Explain the purpose of our Founding Documents. Explain the “consent of the governed” and its meaning.
Unit 5: Government	1/8 – 2/2	3.7A, 3.7B, 3.7C, 3.8B, 3.9A	<p>Students will:</p> <ul style="list-style-type: none"> Explain that a democratic society is based on responsibilities, freedoms, and individual rights. Explain that “consent of the governed” means citizens give the government their power and citizens can create change through various ways. Government reflects the changing needs of the people.
Unit 6: Culture	2/5 – 3/1	3.10A, 3.10B, 3.12	<p>Students will:</p> <ul style="list-style-type: none"> Explain the culture of a society is the product of many factors.

Unit	Dates	TEKS	Unit Goals
			<ul style="list-style-type: none"> • Explain that individuals contribute to the cultural heritage of communities in many ways.
Unit 7: Economics	3/4 – 4/12	3.5A, 3.5B, 3.6A, 3.6B, 3.6C, 3.6D, 3.12	<p>Students will:</p> <ul style="list-style-type: none"> • Explain a free enterprise system. • Describe how wants and needs can be met through appropriate earning, saving, and investment strategies. • Describe people and innovations that change the way people live. • Explain how the cost of production and selling price affect profits.
Unit 8: Be the Change	4/15 – 5/24	3.11A, 3.11B, 3.13A, 3.13B	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the responsibilities of being a good citizen. • Explain how individuals make a difference. • Explain how heroic deeds help shape the culture of communities, the state, and the nation. • Describe how scientific discoveries and inventions have improved ways of life in communities.