

# THIRD GRADE



Utah State  
Board of  
Education

Teaching  
and  
Learning

## Parent Guide to Student Success

Parents are important partners in achieving the Utah State Board of Education’s vision that “each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives.” The purpose of this document is to help parents better understand what their children should learn, when a child may need more help or when a child would benefit from extra challenges. By using these resources, you may find more ways to advance your child’s learning at home while encouraging growth in their communication, critical thinking and problem-solving skills.

### ENGLISH LANGUAGE ARTS

#### Essential Learning: ENGLISH LANGUAGE ARTS

- **Reading:** Third grade students can demonstrate grade-level appropriate phonological awareness skills (reversal of sounds and sound chaining including addition, deletion, substitution and resequencing at all word positions).
- **Reading:** Third grade students can use knowledge of all letter-sound correspondences, syllabication patterns, morphology, and etymology to read unfamiliar multisyllabic words (in and out of context). They read and spell words of all syllable types, understand the meaning of most common prefixes and derivational suffixes and identify the unaccented syllable in multisyllabic words.
- **Reading:** Third grade students can read grade-level appropriate text with sufficient accuracy and fluency to support comprehension. They can ask and answer questions and compare and contrast themes, settings, and plots to demonstrate understanding of texts. They can clarify the meaning of unknown and multiple-meaning words. They can use text structure and text features to demonstrate understanding of texts.

## (Continued from Essential Learning: ENGLISH LANGUAGE ARTS)

- **Writing:** Third grade students can compose argumentative, informative and narrative pieces where they introduce a topic or establish a situation, support and/or build upon the situation with supporting information and include a concluding statement. They use appropriate conventions in their writing pieces.
- **Writing:** Third grade students can conduct short research projects to build knowledge about a topic while legibly writing all upper- and lowercase cursive and manuscript letters.
- **Speaking and Listening:** Third grade students can prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts and issues, building on others' ideas and expressing their own ideas clearly.
- **Speaking and Listening:** Third grade students can present information, stories or opinions, sequencing ideas logically and using relevant descriptions, facts and details to elaborate on main ideas or themes.

Link to the English Language Arts Core Standards:

<https://www.schools.utah.gov/curr/utahcorestandards>

## Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Make reading a part of your daily routine by setting aside a quiet time, with limited distractions, for your child to read.
- Keep what your child enjoys reading around the house.
- Encourage your child to read and write about topics they are interested in. Help them incorporate new learned vocabulary words to enrich their writing.

## FINE ARTS

### Essential Learning: DANCE

- **Create:** Improvise simple choreography. Edit and fix the choreography.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time).
- **Respond:** Identify movements when watching and doing. Use basic dance terminology to describe movement. Describe movement from a culture or genre. Describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views. Demonstrate movement of a specific topic. Find relationship between dance and culture, historical period, society or community. Connect to visual art. Connect to other core content.

## Essential Learning: DRAMA

- **Create:** Develop drama that answers Who, What, When, Where and Why; develop character and mood; and resolve conflict.
- **Perform:** Analyze the character, setting and plot in a story, and use choices to enhance drama performance.
- **Respond:** Recognize and share artistic choices when participating in or observing a drama work.
- **Connect:** Investigate common social issues and express them through a drama work, and explain how drama connects oneself to one's community or culture.

## Essential Learning: MUSIC

- **Create:** Improvise rhythmic and melodic patterns connected to a specific purpose and context.
- **Perform:** Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.
- **Respond:** Identify music elements that are characteristic of different genres of music.
- **Connect:** Identify connections between a music genre and cultural or historical contexts.

## Essential Learning: VISUAL ARTS

- **Create:** Create art based on other cultures with detail, using materials and tools safely.
- **Present:** Learn about different cultures and their art.
- **Respond:** Evaluate artwork based on subject matter, use of media and the context it was created in.
- **Connect:** Analyze what materials were used to make different artworks. Consider the subject matter and message.

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/curr/utahcorestandards>

## Home-to-School Connections: FINE ARTS

- **Provide materials for children to create:**
  - Old clothes, hats, and props for playmaking and movement exploration.
  - Simple musical instruments.
  - A stage area created by hanging old sheets or open space for dancing/playing.
  - Puppets and puppet stage.
  - Art materials to explore the art-making process: crayons, markers, colored pencils, water with food coloring for watercolors, scrap paper, old magazines for making collages and/or cardboard from cereal boxes/paper towel rolls for sculpture, etc.
  - An "art area" where messes are OK.

## (Continued from Home-to-School Connections: FINE ARTS)

- **Use arts for parties and celebrations:**
  - Go to live arts, music, dance, and drama performances.
  - Have the children create and perform dance, drama or music performances.
  - Sing simple songs together.
  - Play drama games.
  - Go to museums.
  - Gather art supplies and make a mural.
- **Consider a variety of arts activities:**
  - Create simple melodies, write plays and dance pieces and perform them.
  - Organize a children's group or playdate to meet for arts activities or experiences.
  - Take children to live dance, music and theatre productions.
  - Make puppets out of materials around the house: sticks, pinecones, old socks, lunch sacks, etc.
  - Make funny faces or sculptures out of food.

## HEALTH EDUCATION

### Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:**
  - Set a measurable short-term goal.
  - Define verbal and nonverbal communication and demonstrate how people communicate in both ways. Explain how effective communication resolves conflict.
  - Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
- **Mental and Emotional Health:** Identify healthy strategies individuals may use to cope with disappointment, grief, sadness and loss.
- **Safety and Disease Prevention:** Explain and practice procedures to follow in case of emergency. Describe how to react and promptly report to a trusted adult or emergency services.
- **Substance Abuse Prevention:** Examine the consequences to the brain and body when substances are inhaled or ingested such as smoking, vaping, pollutants, chemicals, poisons or energy drinks.
- **Nutrition:** Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness and oral health including encouraging healthy food behavior and physical activity.
- **Human Development:** Identify the proper names for body parts. Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid or unsafe.

Link to the full Utah **Health Education** Core Standards:

<https://www.schools.utah.gov/curr/utahcorestandards>

## Home-to-School Connections: HEALTH EDUCATION

- Play a game like charades that requires use of nonverbal communication and discuss how nonverbal and verbal communication are both important ways to communicate with others.
- Make a safety plan for home. Some ideas are:
  - Use of safety equipment like helmets and seatbelts.
  - How to evacuate or shelter in place in case of fire, earthquake, or other emergency and where to meet after.
  - Firearm safety.
  - What to do in case of injuries like cuts, falls or other medical emergencies.
  - When to call 911.
- Prepare a healthy meal together and discuss how nutrition and physical activity are both important for a healthy body.
- Talk with your child about safe people such as parents, guardians, relatives, teachers, counselors, or clergy and make a list of at least three specific people that your child could go to for help.

## MATHEMATICS EDUCATION

### Essential Learning: MATHEMATICS

#### ■ STANDARDS FOR MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe the ways students interact with math concepts. These standards represent the behaviors, skills, and habits your child will develop as they engage and progress in their mathematics learning.

Students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

#### ■ THIRD GRADE STANDARDS FOR MATHEMATICS

These are the critical skills your child will be learning in third grade. These skills build on their prior knowledge and lay the foundation for future success in mathematics.

##### **Operations and Algebraic Thinking**

- Represent and solve problems involving multiplication and division within 100.
- Demonstrate understanding of the properties of multiplication.
- Demonstrate understanding of the relationship between multiplication and division.

## (Continued from Essential Learning: MATHEMATICS)

- Use the four operations (addition, subtraction, multiplication and division) to identify and explain patterns in arithmetic.

### **Numbers and Operations in Base Ten**

Use place-value strategies to perform multi-digit arithmetic. A range of algorithms and strategies may be used.

### **Numbers and Operations—Fractions**

- Develop understanding of fractions as numbers.
- Focus on halves, thirds, fourths, sixths and eighths.

### **Measurement and Data**

- Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.
- Represent and interpret data.
- Understand concepts of area and perimeter.

### **Geometry**

Reason with shapes and their attributes (characteristics).

Link to the full Utah Core Standards for **Mathematics**

<https://www.schools.utah.gov/curr/utahcorestandards>

## **Home-to-School Connections: MATHEMATICS**

- **Portray a positive view of math:** Speak positively about math around your child. This will help build their identity as a mathematician and encourage them to persevere through challenging tasks.
- **Focus on flexibility and perseverance rather than speed:** When engaging in mathematics with your child, encourage them to try multiple strategies to solve problems. Support their growing understanding by celebrating effort, perseverance, and the learning process without focusing attention on speed and correctness.
- **Encourage your child to explain their thinking:** If you notice errors in your child's mathematics, avoid telling them that they're wrong. Rather, engage them in a conversation about their reasoning around how they solved the problem.
- **Share everyday mathematical moments:** Include your child in day-to-day activities that involve precise mathematics. Talk with your child about the mathematics involved in completing the task—for example, fractions involved in cooking and baking, using sewing patterns, measuring wood for a project, etc.
- **Encourage everyday mathematical reasoning:** Talk with your child about how you can use mental mathematics to figure out the money you will save on a sale at a store, how long you can drive on a tank of gas during a road trip, how to efficiently double a recipe's ingredients, or how to mathematically represent a thrown or kicked ball's trajectory, etc.
- **Regularly check in with your child's teacher(s):** Touch base with your child's teacher through email, phone calls, conferences etc. to further discuss ways in which you can support your child's learning at home.

## PHYSICAL EDUCATION

### Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Perform movement patterns such as leaping, sprinting, dribbling a ball at a slow speed, receive a passed ball from the foot, kick a ball while running, throw with accuracy and perform jump rope skills.
- **Attain Efficient Movement and Performance:** Combine movement skills such as direction, force, levels and time.
- **Components to Maintain Health and Fitness:** Engage in a variety of physical activities. Compare the balance of physical activity, nutrition and hydration.
- **Develop Cooperative Skills:** Work collaboratively and safely with others while following rules of a variety of physical activities.
- **Personal Value of Physical Activity:** Discuss the challenge that comes from learning a new physical activity and the positive social interactions that result from participation.

Link to the full Utah **Physical Education** Core Standards

<https://www.schools.utah.gov/curr/utahcorestandards>

### Home-to-School Connections: PHYSICAL EDUCATION

- Practice and play a variety of physical activities together that encourage throwing, catching, kicking, and a variety of movement skills such as direction, speed and levels.
- Stress the importance of balancing nutrition, hydration and activity level for a healthy body.
- Encourage involvement in recreational activities and good sportsmanship.
- Tell positive stories about participation in physical activities, including friendships that resulted from that participation.

## SCIENCE

### Essential Learning: SCIENCE

- **WEATHER AND CLIMATE PATTERNS:**
  - **Analyze and interpret data** to reveal patterns that indicate typical weather conditions expected during a particular season.
  - **Obtain and communicate information** to describe climate patterns in different regions of the world.
  - **Design a solution** that reduces the effects of a weather-related hazard.
- **EFFECTS OF TRAITS ON SURVIVAL:**
  - **Develop and use models** to describe changes that organisms go through during their life cycles.

## (Continued from Essential Learning: SCIENCE)

- **Analyze and interpret data** to identify patterns of traits that plants and animals have inherited from parents.
  - **Construct an explanation** that the environment can affect the traits of an organism.
  - **Construct an explanation** showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce.
  - **Engage in argument from evidence** that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all.
  - **Design a solution** to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment.
- **FORCE AFFECTS MOTION:**
- **Plan and carry out investigations** that provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
  - **Analyze and interpret data** from observations and measurements of an object's motion to identify patterns in its motion that can be used to predict future motion.
  - **Construct an explanation** that the gravitational force exerted by Earth causes objects to be directed downward, toward the center of the spherical Earth.
  - **Ask questions to plan and carry out an investigation** to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
  - **Design a solution** to a problem in which a device functions by using scientific ideas about magnets.

Link to the full **Utah Science with Engineering Education (SEEd)** Core Standards

<https://www.schools.utah.gov/curr/utahcorestandards>

## Home-to-School Connections: SCIENCE

- Observe and record weather conditions at your home for two weeks. Determine if these conditions are normal or not for the time of year and communicate a reason for your answer.
- Observe and record the life cycle of a butterfly, mealworm or quick growing plant.
- Explore what happens to different animals when the weather gets cold. Determine what each type of animal does to survive.
- Investigate what happens when two magnets are brought together and when one magnet is brought close to various objects.

## SOCIAL STUDIES

### Essential Learning: SOCIAL STUDIES

<https://www.schools.utah.gov/curr/utahcorestandards>



## **PARTNER WITH YOUR CHILD'S TEACHER(S)**

Productive relationships between parents and teachers are essential to learning. You can facilitate development of a respectful relationship with your child's teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child's learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child's learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child's development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child's development, growth and learning.

## **5Es FOR FAMILIES**

To support your child in developing the characteristics found in [Utah's Portrait of a Graduate](#), you will find [Utah's 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child's learning.