

Cumberland County Schools
Parent Curriculum Guide

**Extended
Common Core
Standards**



**North Carolina
Standard Course of Study**

Third Grade

EXTENDED ENGLISH LANGUAGE ARTS

The elementary extended language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific extended standards define what students should understand and be able to do by the end of the year.

Reading: Literature

Key Ideas and Details

1. Answer questions to demonstrate recall of details from text.
2. Listen to stories, including fables and folktales from diverse cultures, and identify key events.
3. Identify the feeling of characters in a story.

Craft and Structure

4. Identify key words that complete literal sentences in a text (e.g. Jack climbed up the _____. <tree, beanstalk, ladder>).
5. Identify the beginning, middle and end of a story with a linear sequence.
6. Identify whether or not a story has a narrator.

Integration of Knowledge and Ideas

7. Identify words that describe story characters as depicted in images or illustration from the text.
8. (Not applicable to literature)
9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).

Range of Reading and Level of Text Complexity

10. Demonstrates understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to identify how the character is feeling).



Reading: Informational Text

Key Ideas and Details

1. Answer questions to demonstrate recall of information from text.
2. Listen to a text to identify key details.
3. Identify first and last steps in a set of directions or a series of events in a written recount of the past.

Reading: Informational Text (Continued)

Craft and Structure

4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < *faster, slower, straighter*>).
5. Identify key words in a text that relate to a topic.
6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport).

Integration of Knowledge and Ideas

7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who, what, where, when, and how).
8. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).
9. Identify similar details in two texts of the same topic.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., *Read or listen to put the events in order, Read or listen to determine which is biggest*).

Reading: Foundational Skills

Phonics and Word Recognition

1. Apply letter-sound and word analysis skills in decoding words.
 - a. In context, identify all letter-sound associations.
 - b. Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rhymes).
 - c. Recognize 40 or more written words.

Fluency

2. Read text comprised of familiar words with accuracy to support comprehension.

Writing

Text Types and Purposes

1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons.
 - a. Select a topic or book to write about and state an opinion.
 - b. List reasons to support the opinion.
2. Write* to convey information clearly.
 - a. Select a topic and illustrations or visual/ tactile supports related it.
 - b. List words related to the topic.
3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate cookies).

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

Writing (Continued)

Production and Distribution of Writing

4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.
5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.
6. With guidance and support from adults, use technology to produce and publish writing*.

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

Research to Build and Present Knowledge

7. Gather information about a topic from two or more sources.
8. Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).
9. (Begins in grade 4)

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

Range of Writing

10. Write* routinely for a range of discipline-specific tasks, purposes, and audiences.

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

Speaking and Listening

Comprehension and Collaboration

1. Participate in communicative exchanges.
 - a. Communicate directly with peers in multi-turn exchanges.
 - b. Ask questions of adult or peer communication partners in multi-turn exchanges.
 - c. Clarify own ideas as requested by communication partner.
2. Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodality.
3. Ask questions of or answer questions posed by adult or peer communication partners.

Presentation of Knowledge and Ideas

4. Identify a familiar topic, story or experience and one or more facts or details related to it.
5. Select or create an audio recording, images, photographs or other visual/tactual displays to represent stories or poems.
6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.

Language

Conventions of Standard English

1. Demonstrate understandings of Standard English grammar and usage when communicating.
 - a. Write* all lower-case letters of the alphabet.
 - b. Use plural and singular nouns.
 - c. Use verbs in their present and past tense.
 - d. Use common adjectives.
 - e. Produce phrases or sentences with a subject and a verb.
2. Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

Knowledge of Language

3. Use language to achieve desired outcomes when writing or communicating.
 - a. Use language to make simple requests.
 - b. Use language to comment or share information.

Vocabulary Acquisition and Use

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.
 - a. Choose from an array of words an appropriate word to complete sentences.
 - b. Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday).
5. Demonstrate understanding of word relationships.
 - a. Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook).
 - b. Identify words that describe personal emotional states.
6. Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).

EXTENDED MATHEMATICS

The elementary extended mathematics curriculum is designed to develop deep understanding of foundational math ideas. The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics.

Operations and Algebraic Thinking

Represent and solve problems.

1. Compose and decompose numbers on both sides of the equal sign to show equality.
2. Solve addition and subtraction problems when result is unknown (i.e. $8 + 2 =$, $6 - 3 =$).

Represent repeated addition.

3. Build models that represent repeated addition. (i.e., 2 groups of 4 is the same quantity as $4 + 4$)
4. Share equally collections of up to 30 items between 2 to 4 people to solve real life story problems.

Number and Operations in Base Ten

Use place value understanding to add and subtract.

1. Use a number line (0-30) to determine the number 1 more and 1 less and 2 more and 2 less.
2. Illustrate ten and some more with numbers 11-30 using objects (bundles of ten).
3. Use part-part-whole relationships (including 2 or more parts), to compose and decompose numbers (0-30).
4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10.
5. Compare sets of objects (0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, smaller).
6. Use estimation to determine if a set of objects is "more than 10," "less than 10," or "about the same as 10."
7. Use language and symbols (subtract, add, equal) to describe addition and subtraction problems.
8. Use addition and subtraction symbols in solving problems up to 30.

Number and Operations - Fractions

Develop understanding of simple fractions.

1. Identify whole and half using concrete models (use continuous and discrete items).
2. Use symbolic representation for each equal part.

Measurement and Data

1

2

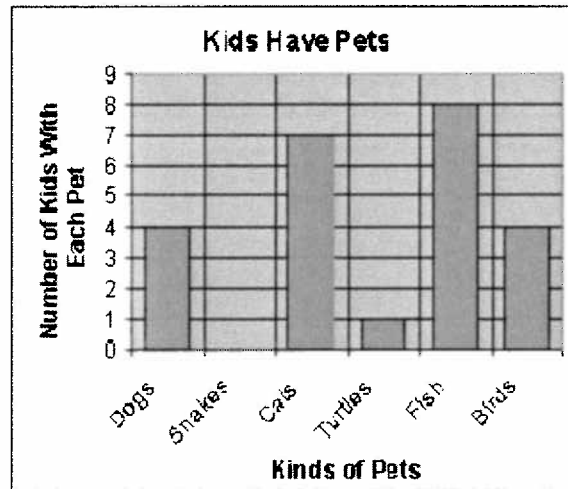
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Solve problems with measurement involving time and length.

1. Recall names of the months.
2. Use a full day schedule to order the events of the day.
3. Compare two objects using direct comparison of length.
4. Solve problems using appropriate vocabulary to describe differences in length (e.g. more, less, same).
5. Use standard customary unit to measure length (inch).

Represent and interpret data.

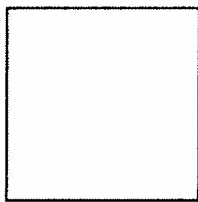
6. Organize and represent data using a line plot.
7. Title and label axis of graph.
8. Answer questions posed about the collected data.



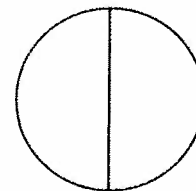
Geometry

Reason with shapes and their attributes.

1. Recognize the attributes of a rhombus and other quadrilaterals.



2. Partition shapes into equal halves. Express the area of each part as the fraction $\frac{1}{2}$. Demonstrate understanding that this is 1 or 2 parts.



EXTENDED SCIENCE

The goal for third grade students is focused on Physical Science, Earth Science and Life Science. In Physical Science, the third graders will explore factors that affect motion and the effect of change on properties of matter. The effect of seasons on the Earth will be the focus of Earth Science. In Life Science, third graders will study the human body and how plants survive in their environment.

Physical Science

Forces and Motion

Understand the factors that affect motion.

1. Identify different ways objects move (to include falling to the ground when dropped):
 - straight
 - up and Down
 - fast and slow
2. Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude).
3. Compare objects (e.g., ramps and barriers) that may change direction or speed of things that are already in motion.

Matter, Properties, and Change

Understand the properties of matter before and after they undergo a change.

1. Identify liquids and how they take the shape of their container.
2. Compare properties of water to other objects (e.g. objects that can sink, float or stay suspended in water).
3. Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change.
4. Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water).

Earth Science

Earth Systems, Structures, and Processes

Understand how the changes in season affect the Earth.

1. Identify common characteristics of the 4 seasons (winter, spring, summer, and fall).
2. Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).

Life Science

Structures and Functions of Living Organisms

Understand basic functions of the human body.

1. Identify basic functions of the human body (e.g. eating, breathing, moving, and sleeping).
2. Identify basic needs of the human body (e.g. food, water, rest, protection).
3. Understand how the functions and basic needs of the human body are essential for life.

Ecosystems

Understand how plants survive in their environments.

1. Identify the structures (leaf, flower, roots and stem) of a plant and their functions.
2. Compare basic needs of plants (e.g. air, water, light, soil, food, space) to humans.
3. Compare soil components (sand/clay) and their capacity to retain water.

EXTENDED SOCIAL STUDIES

In third grade, students draw upon knowledge learned in previous grades to understand community using the themes of geography. Third graders will explore how location in the community affects economic concepts and how citizens participate in their community.

Geography and Environmental Literacy

Understand community patterns using the themes of geography: location, place, human-environment interaction, movement, and regions)

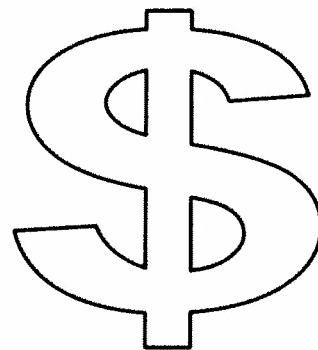
1. Identify community landmarks (e.g., grocery, stores, restaurants, parks, fire station).
2. Describe the function of the community landmarks.
3. Identify physical features (mountains, hills, rivers, lakes, roads, etc.).
4. Locate places within the school environment (pictorial /symbol representation).



Economics and Financial Literacy

Understand how location is a part of economic concepts

1. Identify community landmarks to secure goods and services.
2. Communicate how supply and demand affects the choices an individual can make.
3. Identify where money can be kept safely.
4. Understand the value of saving money to help make later purchases.



Civics and Governance

Understand how citizens participate in their communities

1. Apply different rules for different locations throughout the school
2. Apply knowledge of different rules for different staff members throughout the school.
3. Exemplify how students can contribute to the well-being of the classroom.
4. In a group, communicate to clarify own thinking on a topic