

Parent Guide for Social Studies

Grade Three

Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Three.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Literacy in History/Social Studies–Reading: Informational Text	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	Distinguish their own point of view from that of the author of a text.
	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	Compare and contrast the most important points and key details presented in two texts on the same topic.
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Literacy in History/Social Studies–Reading: Foundational Skills	
	Identify and know the meaning of the most common prefixes and derivational suffixes.
	Decode words with common Latin suffixes.
	Decode multisyllable words.
	Read grade-appropriate irregularly spelled words.
	Read grade-level text with purpose and understanding.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Literacy in History/Social Studies–Writing	
	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	Provide reasons that support the opinion.
	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	Provide a concluding statement or section.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	Develop the topic with facts, definitions, and details.
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	Conduct short research projects that build knowledge about a topic.
	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Literacy in History/Social Studies–Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	Explain their own ideas and understanding in light of the discussion.
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Literacy in History/Social Studies–Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize appropriate words in titles.

Literacy in History/Social Studies–Language continued	
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Recognize and observe differences between the conventions of spoken and written standard English.
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
OH: History	
Theme: Communities: Past and Present, Near and Far Historical Thinking and Skills	
	Events in local history can be shown on timelines organized by years, decades and centuries.
	Primary sources such as artifacts, maps and photographs can be used to show change over time.
Heritage	
	Local communities change over time.
OH: Geography	
Theme: Communities: Past and Present, Near and Far Spatial Thinking and Skills	
	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.
Places and Regions	
	Daily life is influenced by the agriculture, industry and natural resources in different communities.
Human Systems	
	Evidence of human modification of the environment can be observed in the local community.
	Systems of transportation and communication move people, products and ideas from place to place.
	Communities may include diverse cultural groups.
OH: Government	
Theme: Communities: Past and Present, Near and Far Civic Participation and Skills	
	Members of local communities have social and political responsibilities.
	Individuals make the community a better place by solving problems in a way that promotes the common good.
Rules and Laws	
	Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.
Roles and Systems	
	Governments have authority to make and enforce laws.
	The structure of local governments may differ from one community to another.

