

# **SCHOOL DISTRICT OF MCFARLAND**

## **CURRICULUM OVERVIEW**

### **Third Grade**

**2025 - 2026**

**(Last updated May 2025)**

This overview is designed to provide information to parents about what is taught in the School District of McFarland. It does not list everything students are taught or all things which students experience. Instead, for each content area, it highlights some state standards and major skills or units that students are taught. For a more in-depth overview, please contact your child's classroom teacher(s).

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**READING**  
**Units of Study**

Students will:

- Read with accuracy (see Phonics section)
- Read with fluency
  - Pause at punctuation
  - Read with expression
- Comprehend at grade level
  - Narrative:
    - Make a mental movie while reading
    - Summarize portions of the text including characters, big events and/or problem/solution
  - Informational:
    - Create images/models in mind while reading
    - Identify a main topic or central idea and key details in an informational text
    - Use illustrations and text features to talk about the story and/or topics
- Demonstrate deep understanding and analysis of text
  - Learn about the character:
    - Describe the character (traits, motivations &/or feelings) using specific details from text
    - Predict what the main character will do, say, and think
    - Notice how a character changes across the story and what causes the character to change
    - Identify life lessons that the character learns
  - Discuss points of view (e.g. how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.)
  - Describe how events in text connect to each other using specific details from text
- Select and read good fit books independently with adequate stamina
- Engage in meaningful conversation about text

**PHONICS, WORD STUDY & VOCABULARY**  
**95 Phonics Core**

Students will:

- Apply phonics learning in reading and writing
  - Read multiple syllable words by blending sounds
  - Apply common reading and spelling patterns - short and long vowels, vowel teams, syllables, prefixes and suffixes
- Determine the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content using context clues (using sentences around word), and meaningful word parts.

**WRITING**  
**Units of Study**

Students will:

- Engage in writing process (rehearses, drafts, revises, edits, publishes) with a variety of text types (narrative/story, opinion, informational)
- Use effective writing structures (lead, transitions, ending, organization)
  - Narrative: beginning, middle, end
  - Informational/Opinion: intro, facts/details/reasons and conclusions
- Continue to develop writing skills
  - Narrative: Use dialogue and description of actions, thoughts and/or feelings
  - Informational/opinion: Use facts, definitions, and details to develop and support writing
- Use appropriate language conventions in writing
  - Capitalization
  - Complete simple and complex sentences (e.g. and, but, because)
  - Verb tenses
  - Punctuation (end punctuation, apostrophes, begins to add quotation marks)
- Write independently with adequate stamina

**MATH**  
**Bridges & Number Corner**

Students will:

- Make sense of problems and persevere in solving them
- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations and multi-digit numbers using a variety of strategies.
- Develop understanding of fractions as numbers
- Solve problems involving measurement and estimation
- Understand concepts of area and relate area to multiplication and to addition
- Recognize, partition (split into parts) and draw shapes with specific attributes.

**SOCIAL STUDIES**

Topics:

- Classroom Communities
- McFarland Community
- Landforms and communities
- Community traditions
- Symbols
- Biographies

Some of our guiding questions:

- How are a person's understanding, perceptions, and behaviors affected by relationships and environments?
- How do historical events have implications on the present?
- How has McFarland, the state and country changed over time?
- How are communities (rural, suburban, urban, tribal) alike and different?
- How does the environment of a place impact a community?
- How do people from different cultures develop different values and ways of interpreting experiences?
- How do symbols represent information that is important to a group?

**SCIENCE**

Topics:

- What is a scientist?
- Living things
- Ecosystems
- Landforms and bodies of water
- Environmental Studies
- Rocks, Minerals, & Caves

Some of our guiding questions:

- How do scientists ask questions, make observations, and gather information?
- How do animals grow and change during their life cycles?
- What is the relationship between habitats and the organisms that can survive there?
- How do landforms and bodies of water impact an area?
- How can we reduce the impact of humans on the Earth?