

# Grade 3

## Inquiry and Design Thinking

### 1.1 Connect

#### 1 Background Information 3.1

1. Uses a source provided by the teacher to acquire background information 3.1
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### 1.1 Wonder

#### 2 I Wonder 3.2

2. Formulates questions for investigation of a topic with guidance 3.2

#### 3 Asking Questions About Ideas that Interest Me 3.3

3. Formulates questions for investigation of a topic with guidance 3.3
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### 1.1 Investigate – Organization

#### 4 Dewey Decimal System 3.4

4. Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each 3.4
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### 1.1 Investigate – Sources

#### 5 Online Catalog Searching for Library Resources 3.5

5. Searches the online catalog (author, title, and key words) with assistance to locate materials 3.5

#### 6 Using a Website to Find Appropriate Information 3.6

6. With guidance, uses bookmarked websites to find appropriate information 3.6

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### 1.1 Investigate – Evidence

- 7 Using Main Ideas and Details to Answer Questions 3.7
  - 7. Selects evidence that explicitly answers the research questions with main ideas and details 3.7
- 8 Facts, Opinions, and Point of View 3.8
  - 8. Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to “true” because some of the information may be opinion or stated from only one point of view 3.8
- 9 Asking Questions During Reading 3.9
  - 9. With help, begins to ask questions about the text during reading or listening 3.9

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### 1.1 Investigate – Making Sense of Information and Notetaking

- 10 Taking Notes on the Main Idea, Supporting Facts, and Details 3.10
  - 10. Uses simple notetaking strategies (e.g., graphic organizers) 3.10

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### 1.1 Construct

- 11 Main Idea and Supporting Details 3.11
  - 11. States the main idea with some supporting details 3.11
- 12 Drawing Conclusions from Information 3.12
  - 12. Draws conclusions about research including whether a question was answered or not 3.12

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### 1.1 Express

#### REACTS

Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian

- 13 Main Points 3.13
  - 13. Presents information clearly so that main points are evident 3.13

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### 1.1 Reflect

- 14 Strengths and Goals 3.14
  - 14. Identifies own strengths and sets goals for improvement 3.14

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### 1.2 Design Thinking

- 15 Designing a Solution 3.15
    - 15. Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed 3.15
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## Multiple Literacies

### 2.1 Response to Literature

16 Identifying Story Elements and Theme 3.16

16. Discusses the main idea or theme of a story 3.16

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### 2.1 Visual Literacy

17 Interpreting Illustrations in Stories 3.17

17. Explains the meaning of illustrations and what they add to the words of a story 3.17

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### 2.1 Media Literacy

18 Evaluating a Media Source for Accuracy 3.18

18. Evaluates a media source for accuracy 3.18

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### 2.2 Multiple Literacy Presentation

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## Social and Civic Responsibility

### 3.1 Learning from Diverse and Credible Points of View

19 Verifying Information 3.19

19. Verifies information that is presented as “the truth” 3.19

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### 3.1 Civic Reasoning

Class Discussion

Engages in conversations with peers to exchange ideas and information about social and civic issues

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### 3.2 Collaboration

Class Discussion

Actively contributes to group discussions

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### 3.3 Intellectual Property Rights

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### 3.3 Safe and Ethical Use of Technology

20 Cybersafety Checklist 3.20

20. Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites) 3.20

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## Personal Growth and Agency

### 4.1 Personal Exploration and Independent Reading and Learning

Book Checkout

Demonstrates motivation to read and learn on own

Conversation

Demonstrates motivation to read and learn on own

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#### **4.1 Social and Emotional Growth**

Observation

Identifies and empathizes with the perspectives of others [social awareness]

Class Discussion

Identifies and empathizes with the perspectives of others [social awareness]

Observation

Forms positive relationships with peers [relationship skills]

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#### **4.2 Self-Identity and Confidence**

Observation

Displays self-confidence in forming and sharing own opinion and ideas

Class discussion

Displays self-confidence in forming and sharing own opinion and ideas

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#### **4.2 Commitment to Act**