

# Third Grade Curriculum

Welcome to Third Grade! In this handout, you will find essential information about the third grade curriculum as well as the indicators used for Report Cards.

## Policies/ Expectations for 3<sup>rd</sup> Graders:

### **Home Learning Policy:**

- There will be a weekly menu of activities for students to choose from.
- Students are expected to read every night and complete an additional ELA activity from the menu 4 times a week.
- Students are expected to complete a math activity 4 times a week.
- Home Learning menus will be sent out on Mondays and due the following Monday.
- Feedback will be given on the Home Learning choices students make week by week.

## 3<sup>rd</sup> Grade Behavior Indicators for Report Cards

- Begins a task without a prompt
- Stays on task for at least 30 minutes
- Meets deadlines for Home Learning
- Is organized with materials in class
- Completes multi-stop tasks without re-direction
- Is willing to problem-solve when faced with a challenging task
- Demonstrates effort in academic tasks
- Applies feedback to work
- Asks for help when needed
- Respects feelings and property of others
- Consistently follows rules and procedures
- Works well collaboratively
- Uses respectful language
- Transitions smoothly in a timely manner

### **State Testing Dates:**

**ELA Test:** March 25th - 26th

**Math:** April 21st - 22nd

## **Reading**

**Reader's Notebook (RNB):** Students are expected to have a reader's notebook for the entire school year. It is an important tool students will use to store thoughts, ideas and responses about the text they read. The expectation for third grade is that the work inside of the reader's notebook is neat, and that it is utilized throughout the week when students complete their reading work. The important work that your child does in the RNB is evaluated throughout the entire school year.

**Reading Responses:** Third graders will respond to the books read aloud and read independently. This also plays an important role in preparing students the constructed responses on the ELA Assessment. This is called "organic" test prep.

**Reading Log:** Every child is expected to use his/her reading log to record the title, author, genre, date, pages, and location of the texts they read. This log helps teachers, as well as students, get to know themselves as readers. It also helps students build stamina, keep track of the genres they read, how many pages they read, and how long they read each day. These logs help us to set and track reading goals.

### **3<sup>rd</sup> Grade Reading Indicators for Report Cards:**

- Pronounces most words in grade-level texts
- Self-corrects most errors when reading out loud
- Pays attention to punctuation when reading out loud
- Reads smoothly with appropriate pacing
- Reads with expression, out loud
- Maintains focus for at least 30 minutes
- Can retell or answer literal questions about a text
- Stops and writes relevant notes in reading notebook
- Describes character traits/feelings with text evidence
- Determines a theme/central message/lesson in a text
- Records thinking in an organized way (charts, etc.)
- Writes an end of book response with a variety of ideas beyond a summary/retell

## **Writing**

Our third grade writing process will begin in our Writer's Notebooks. The notebook will be used to generate and develop entries. The students will then move these entries through the drafting, revising, editing, and publishing stages of writing. Throughout both fiction and non-fiction writing units, our goals for third graders are outlined below under "3<sup>rd</sup> Grade Writing Standards."

**The Writer's Notebook (WNB):** In the Writer's Notebook, students will generate ideas, capture their stories on paper, and practice writing strategies. Through the use of the Writer's Notebook, students will also be introduced to many strategies to help them grow as writers. We will use the Writer's Notebook this year in a way so that each writer understands the importance of generating and developing ideas.

### **3<sup>rd</sup> Grade Writing Indicators for Report Cards:**

- Uses periods at the end of a sentence
- Uses capitals for the beginning of sentences
- Attempts to use quotation marks
- Writes for at least 30 minutes
- Generates ideas in the Writer's Notebook
- Uses list of ideas to write entries
- Develops 1-page entries in the Writer's Notebook
- Drafts writing in an organized way
- Applies revision lessons
- Establishes and maintains focus throughout writing
- Writes with genre-specific details to elaborate
- Spells high-frequency words accurately
- Appropriately applies long and short-vowel patterns

### **Math**

In third grade, our main goals for students are to:

- 1) Develop understanding of multiplication and division and fluently multiply and divide within 100.
- 2) Achieve fluency adding and subtracting multi-digit numbers.
- 3) Develop a fundamental understanding of fractions.

To progress toward these goals, it is important that students can fluently add and subtract within 20 and know from memory all sums of two one-digit numbers. It is important to note here that computational fluency means more than just "fast and accurate." Students who have fluency also demonstrate flexibility, efficiency, and an understanding of relationships among numbers and operations. They use combinations they know to quickly figure out ones they don't.

Coming into third grade, many students feel comfortable "splitting" both numbers to perform multi-digit addition. For example:

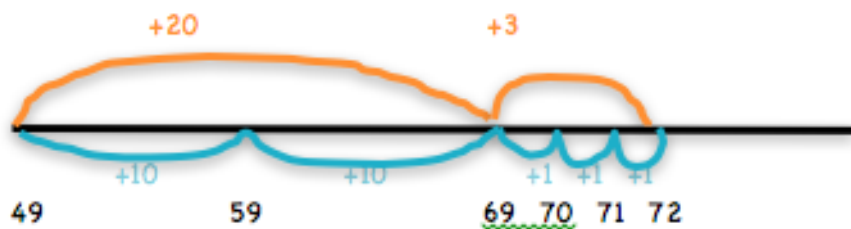
$$\begin{aligned}49 + 23 &= (40+9) + (20+3) \\ &= (40+20) + (9+3) \\ &= 60 + 12 \\ &= 72\end{aligned}$$

One pitfall of this strategy is that students often try to apply "splitting" to subtraction, which is NOT recommended.

Third grade teachers will help their students learn the efficiency of decomposing one number and leaving the other number whole. They will be able to use this strategy to add, subtract, multiply, and divide throughout the year. Using this strategy, the problem mentioned above,  $49+23$ , can now be solved as:  $49 + 20 = 69$

$$69 + 3 = 72$$

This work can also be shown on a number line:



As adults, most of us have learned the U.S. algorithms for addition, subtraction, and multiplication. Students often refer to these procedures as “stacking.” It is vital that students have a solid understanding of place value before they practice vertically “stacking” numbers and using the traditional algorithms, as research has shown that early reliance on algorithms inhibits students’ development of reasoning and number-sense. Additionally, and contrary to popular belief, our traditional algorithms are often NOT the most efficient methods for performing computations. In truth, there is often a more efficient strategy available that is both grounded in sound reasoning and can be performed mentally.

### ***\*The Main Focus of Math in Grade 3 is Multiplicative Thinking***

Students will develop an understanding of multiplication as an operation that can be used to find the total in a set of “equal groups,” as they apply what they know about repeated addition and skip counting to make sense of the meaning of multiplication, instead of simply memorizing a set of multiplication tables. Please do not have your child memorize multiplication facts before he or she truly understands the operation. It is crucial that children understand that (for example) the expression  $3 \times 6$  represents a situation involving *three groups of six*. We believe students truly understand the meaning of multiplication when they can solve a bare-number problem, write a corresponding word problem, and draw a diagram to accurately represent the situation.

Later in the year, we will move into decomposing one number for multiplication, rather than “stacking.” Students will also learn how division relates to fractions and multiplication and how fractions result from “partitioning” a whole into equal parts.

### **3<sup>rd</sup> Grade Math Indicators for Report Cards:**

- Is able to draw a picture or diagram to represent a multiplication problem
- Is able to write a word problem to represent a multiplicative situation
- Automatically recalls multiplication facts (1-12)
- Uses strategies to solve unknown equations (ex: skip counting, partial products, halving/doubling, using known facts, array models, etc.)
- Solves multi-digit addition using grade-level strategies
- Solves multi-digit subtraction using grade-level strategies
- Represents fractions on a number line
- Compares fractions using  $<$ ,  $>$ ,  $=$

- Explains fraction equivalencies using words, models, or number lines
- Writes equations to accurately represent story problems
- Calculates accurately
- Presents clear, well-organized work

### **Social Studies**

3<sup>rd</sup> grade Social Studies is an exciting journey through diverse cultures. We begin the year getting to know each other well as we explore the similarities and differences within our diverse community. This work leads to a more in-depth exploration of geography as we find places in the world that we would like to know more about. We would love members of families who have lived in different countries to sign up to come in to the classroom to present all about their country!

In the late Fall, we transition to an in-depth study of immigration. We will explore questions such as: Why do people move? How do people adapt to life in a new country? How do the contributions of immigrants shape American society and culture? How does geography influence how people live?

### **3<sup>rd</sup> Grade Social Studies Standards**

- Formulates questions about a topic and seeks information
- Gathers information from primary and secondary resources
- Uses text features to navigate resources independently
- Evaluates information for accuracy and importance
- Reflects on research gathered to broaden thinking beyond the text
- Organizes research in a useful way
- Presents information in a way that demonstrates understanding

### **Word Study**

The 3<sup>rd</sup> Grade Word Study Program is comprised of pattern words and high frequency words. Our vocabulary work is embedded throughout the school day. In the first few weeks of school we assess students spelling of pattern and high frequency words to determine their individual needs so that we can differentiate our instruction accordingly.