ACADEMIC PROGRAM FOR GRADE THREE
2014-2015

English Language Arts
Third graders spend a major portion of their day involved in English Language arts experiences. Emphasis is placed on developing reading and comprehension, writing, listening, speaking, and viewing.

Listening and Speaking (using speech effectively, contributing to group situations, expressing needs, communicating ideas, enjoying literature, interacting with others, following directions):
- Engage in a variety of collaborative discussions
- Come to discussion prepared
- Follow agreed upon rules for discussions
- Ask questions and stay on topic
- Explain own ideas and understanding
- Determine the key ideas and details of text that is read aloud
- Ask and answer questions about information from a speaker
- Report on a topic with facts and details, speaking clearly and at an understandable pace
- Create audio recordings with visual displays
- Speak in complete sentences

Foundational Skills
- Know and apply grade level phonics and word analysis skills to decode (decode multi-syllable words and irregularly spelled words, common prefixes and suffixes)
- Read grade-level text fluently using context and rereading to make meaning

Reading (actively engage in group and independent reading activities with purpose and understanding, refining skills related to reading)
- Ask and answer questions to demonstrate understanding of text, referring explicitly to the text for answers
- Recount stories with key details to determine the message, lesson or moral
- Describe how characters’ actions impact events
- Determine the literal and implied meaning of words and phrases
- Refer to parts of a story and describe how each part builds upon another
- Distinguish own point of view from that of the narrator/author
- Know and use information from all text features and print to make meaning
- Compare and contrast stories written by the same author
- Determine main idea and recount key details
- Identify text structures (sequence, cause and effect)
- Determine the meaning of 3rd grade vocabulary words
- Use text features and search tools to locate and understand information
- Compare and contrast points and key details from two texts on the same topic
- Read texts in the grade 2-3 band with purpose and understanding
Writing (expressing ideas in written form)
- Write opinion pieces that name the topic, give an opinion with reasons, use linking words, and close
- Write informative text on a topic using facts, definitions, details, linking words, and a concluding statement
- Write narratives in sequence, elaborate on an event with correct sequencing, use dialogue and descriptions, and provide closure
- Use technology to produce and publish writing that is focused on a topic and strengthened by revising and editing
- Conduct short research projects
- Gather information, take notes, and sort evidence into categories
- Write routinely for a variety of purposes and audiences

Language (using standard English when speaking and writing):
- Grammar
- Usage
- Conventions

Lesson to infuse Indian Education for All (IEFA) in this area is available on the Implementation Guide page of the GFPS website.

Handwriting
In third grade, students practice D'Nealian cursive handwriting and continue learning and applying basic keyboarding skills.

Mathematics
Building an understanding of basic concepts and laying the foundation for the development of mathematical skills is the focus of the mathematics program at the elementary level. Developmental activities and practice are designed to build skills and develop concepts in the areas of Geometry, Measurement, Number Sense, Fractions, and Algebraic Thinking.

Geometry
- Categorizing Quadrilaterals
- Partition shapes into equal parts

Measurement and Data
- Draw scaled graphs based on data from a cultural context
- Draw line plot
- Area of plane figures
- Multiplication and Addition as related to area
- Perimeter

Number and Operations in Base Ten
- Round whole numbers
- Fluently add and subtract within 1000
- Multiply 1-digit numbers by multiples of 10

Lesson to infuse Indian Education for All (IEFA) in this domain is available on the Implementation Guide page of the GFPS website.
Numbers and Operations- Fractions
- Part-Whole relationship
- Represent fractions on a number line
- Compare fractions

Algebraic Thinking
- Interpret products
- Interpret quotients
- Use multiplication and division to solve word problems
- Find unknown factor or divisor
- Multiplication and Division properties
- Fluently multiply and divide within 100
- Solve 2-step word problems in cultural context with a letter representing unknowns
- Identify arithmetic patterns

Social Studies
Students will understand that
- the people and the resources of our community contribute to the welfare of our state, nation, and the world.
- they need to know the history of themselves and their neighbors to understand the events of today and the future.
- we rely on one another politically, economically, and socially.
- we need to understand the physical features of the world and how our interaction with them affects our lives.

Grade three students explore these following topics: landforms, Native Americans, Pilgrims, Colonization, frontier life, communities, U.S. and global issues, geography skills, and government.

Science
Children develop inquiry science skills and content through the Full Options Science System (FOSS). Students integrate math and literacy skills in the development of their understanding of scientific skills and concepts through use of a science notebook.

Scientific investigations are within the following modules:
- **Measurement:** The First Straw, Weight Watching, Take Me to Your Liter, The third Degree
- **Earth Materials:** Mock Rocks, Scratch Test, Calcite Quest, Take It for Granite
- **Structures of Life:** Origin of Seeds, Growing Further, Meet the Crayfish, Meet the Land Snail, Bess Beetles

_The 3rd Grade Indian Education for All infusion lesson, for the Structures of Life FOSS module, can be found on the Implementation Guide page of the GFPS website._
**Art**
The art program focuses on the development of individual creativity through visual means. Pupils are provided opportunities for self-expression through a variety of art media and techniques. Emphasis is placed on knowing and using art materials and resources; creating works of art; responding to and analyzing works of art; and understanding historical and cultural influences.

**Music**
An important aim of the music program is to foster positive responses in children by providing opportunities for them to participate frequently in singing, moving, playing, dramatizing, expressing, responding, and creating. Pre-instrumental music activities build on all of the above, with attention given to developing awareness of the various instruments.

**Counseling**
The school counseling curriculum centers on three overarching domains: academic development, career development, and personal/social development. In the academic development domain, students develop an understanding that learning is a lifelong process that requires skills and has an impact on their future. In career development lessons, students learn that skills, personal attributes, education, and experiences play a role in their future career choices. In the personal and social development domain, students are given the opportunity to work on skills that foster good relationships with others.

**Library**
The main focus of the Library program in our elementary schools is on helping students learn effective and efficient ways to find and access needed information. Librarians teach students developmentally appropriate skills for accessing, using and evaluating information based on the Big 6 process model for solving information problems.

**Health Enhancement**
Topics covered in the Health Enhancement Curriculum are as follows:
- **Nutrition**
- **Safety**
- **Substance Use and Abuse**
- **Growth and Development**
- **Manipulative Skills**
- **Body and Space Awareness**
- **Flexibility**
- **Personal fitness**
- **Consumer Health**
- **Family Relationship Skills**
- **Locomotor Skills**
- **Combined Movement Skills**
- **Spatial Relationships**
- **Disease/disorders**
- **Conditioning**
- **Mental Health**
- **Non Locomotor Skills**
- **Effort**
- **Endurance**

**Assessments:**
- District LXR Assessments
- SmarterBalance
- MAP Assessment

Revised April 2014