

CURRICULUM INSTRUCTIONAL GUIDE

GRADE 3

A strong partnership between home and school is a vital part of every child's education. Parents and other family members can help students succeed by understanding what they are learning in school and by supporting these activities at home. To assist you, this Curriculum Instructional Guide provides a summary of the Common Core State Standards (CCSS) requirements for this grade level. The CCSS define what a student should know and be able to demonstrate in all subject areas. Teachers focus their curriculum, instruction and assessment on the CCSS so that students can master the basic skills and get a well-rounded education. You are encouraged to be an active partner in your child's education.

Common Developmental Characteristics of Students in Third Grade

Third graders often...

- begin to feel a sense of competence with skills
- are full of energy
- challenge limits and boundaries
- are resilient and bounce back quickly from mistakes
- are talkative and like to explain ideas
- listen, but are so full of ideas they cannot always recall what has been said

Communication:

Please be sure to check the purple weekly folder your child brings home each Friday to read and discuss their papers. Also, once a month there will be a newsletter which briefly highlights the previous month and lets you know about

important classroom dates. I will also send home an assessment newsletter. This assessment talks about the tests coming up that month.

If you have any questions, then please feel free to call me at school. The phone number is 982-2603. The best time to reach me is between 7:45-8:10 A.M. and between 3:00-3:30 P.M. My email address is larsont@odessa.wednet.edu. Also, my voice mail will be checked twice a day. Once at 10:00, and a last time at 1:45. To reach my voice mail, please call the school office. Mrs. Largent will transfer you to my voice mail. If it is important information for that school day (pick up arrangement), then I suggest you go through the office to get the message to me on time.

Integrated Language Arts:

The Language Arts Program in my classroom provides an integrated approach to the instruction of reading, writing, listening/viewing, and speaking. Students experience authentic literature within a structured format of skills and strategies while developing writing proficiency and learning to be effective communicators. An emphasis is placed on purpose, form, comprehension, communication, and connections in each of the domains of language arts.

Students in the third grade continue to expand their foundation of skills and strategies as readers; for example, they learn phonics, dictionary skills, and how to draw conclusions. Comprehension is an important focus of instruction, and students have many opportunities to experience a wide variety of print materials including chapter books, folk tales, and encyclopedias. During third grade, students may transition from “learning to read” to “reading to learn”.

Most writing is evaluated using the six-traits of writing. I teach children to look at ideas and content, organization, voice, word choice, sentence structure, and conventions of writing during our Writer’s Workshop time. I teach to small groups or to the whole group, as necessary. I cover topics such as paragraph writing, main ideas, topic sentences, parts of speech, order words, beginning/middle/end, what a sentence is (how it works and what it looks like), peer editing, and using the computer to write. Writing instruction emphasizes writing in a variety of forms for a variety of purposes. Students learn to use a writing process to become effective writers.

I administer three Qualitative Reading Inventories (QRI) a year, per student. During a QRI, children read to a teacher individually. I check for use of different reading strategies, fluency, and ask comprehension questions. These are informal assessments of reading ability. I also give reading skills tests throughout the year. The tests are multiple-choice questions that deal with sequence, main idea, details, diagrams, and other skills. Your child will also take two reading process tests. These tests are short-answer and deal with cause/effect, opinion, supporting your answer, and more.

Our Language Arts curriculum is called Treasures. It consists of an anthology of stories. I will work with the stories in the anthologies and use them to help teach different skills and follow up activities at grade level. I will then split my class into groups to better serve each student at their instructional need. The students that have shown a steady understanding and consistent reading ability at grade level will get work that is at grade level as well as their instructional level. I will also work with smaller groups of students that may need a little more instruction to help solidify some reading skills that haven't been mastered yet. These groups will work on skills at their current level as well as working on at-grade level material. These groups are "fluid" and students can be moved to and from the four groups. The sessions will last for an hour a day (Monday-Friday). It is known as Walk-to-Read.

Other curriculums used for reading, depending on child's learning level, are Phonics for Reading, 6-Minute Solutions, IXL, and Ticket to Read.

At times I have SSR (Silent Sustained Reading). We concentrate on choosing books of high quality that are at the appropriate level for the reader. Through daily comprehension checks, children communicate to me what they read, how much they read and how well they understand what they read. I monitor their choices and encourage sampling from a variety of genres.

Third graders range from emergent to fluent reading stages. Students in the third grade are also progressing as writers in these same stages of development. Language arts instruction will support the following CCSS:

Reading:

- Reads different materials for a variety of purposes
- Uses skills and strategies to read
- Comprehends what is read
- Uses phonics, language structure and context clues to read accurately
- Reads aloud at the rate of 120 or more words correct per minute by the end of grade 3
- Develops knowledge about different features of a variety of texts

Writing:

- Writes in a variety of forms for different audiences and purposes
- Uses a writing process
- Writes clearly and effectively...applying conventions, complete sentences, spelling, punctuation, and capitalization.
- Develops and organizes ideas with a clear beginning, middle, and end.

Speaking, Listening/Viewing:

- Uses listening and observation skills to gain understanding
- Communicates ideas clearly and effectively
- Uses strategies and skills to work effectively with others

Language Arts Connections

- Evaluates self and sets goals as a reader, writer, and communicator
- Makes connections across the curriculum using language arts
- Expands vocabulary

Spelling

Weekly tests are taken on Fridays. The test and the next list will come home on Fridays, as well. Lists are composed of words from the Treasures Language Arts curriculum (the given spelling words (word families) and story vocabulary), as well as from the Gentry High Frequency Word List (2nd, 3rd, and 4th grade). Word practice activities are done at school and at home to help children learn the words. It's suggested they study at home, also. The lists will range from 17-22 words depending on the week and the individual. The lists are adjusted at times depending on the student's ability. The lists are always available on our classroom website.

Math

In Math, the district uses *My Math*. It stresses basic skills, the use of manipulatives, problem solving and using writing to explain reasoning. I will also assign Math Task assignments. Math Tasks are a systematic approach to solving problems using pictures, words, charts, explanations, etc.

By the end of the third grade, most students should have their 0,1, 2, 5, and 10 multiplication facts by memory. The other numbers may not be as readily remembered, but the student should have a strategy to get the answer. They should also have a good “working knowledge” of how to apply these facts. Please practice these at home.

The children will get an exposure to math activities at a 3rd grade skill level (station-rotation, math projects, small groups, individual help, math journals, and whole group instruction) in an attempt at mastery. The children will also have time throughout the weeks to work on other activities at their own individual skill level (2nd, 4th, 5th, etc.).

The students will participate in our “Calendar Game” activities 2 days a week. Students are placed in groups and are taught to practice sharing, taking turns, and cooperation when answering questions. The questions that I present to them are current math skills that we are covering, future skills (preview), and/or skills we are reviewing from a previous chapter. The games will last 35 minutes on those days. Scores are calculated from Monday through Thursday (the following week). The scores reset at zero the next Monday. This has proven to be an excellent chance to practice math with the children, while also giving them exposure to how other students in the classroom are answering the problems.

Number Sense:

- Represents & sequences whole numbers through 1,000
- Knows basic facts (+, -)
- Knows basic facts (X, %)
- Adds and subtracts w/wo regrouping (2-3 digit numbers)
- Estimates & determines reasonableness of results

Geometric Sense:

- Recognizes, names, & classifies shapes
- Compares & computes measurements
- Computes perimeter & area

- Organizes & extends patterns

Data and Probability:

- Participates in probability experiments
- Determines possible outcomes of experiments
- Collects, organizes, & represents data
- Interprets, analyzes, & predicts from graphs and data

Algebraic Sense:

- Generalizes, describes, & extends patterns
- Uses equality & inequality symbols
- Constructs & uses graphs/tables
- Finds & uses function rules

Math Power:

Using the above skills, the student

- Solves Problems
- Reasons Logically
- Communicates Understanding
- Makes Connections
- Uses Tools Effectively

Social Studies

Using the book Communities, Exploring Washington, and Weekly Readers, the students will learn about the world around us.

Units of Study:

Map Skills...Communities/Cultures...History...Economics...Civics...Early Washington History

- Completes assignments on time
- Strives for quality
- Demonstrates knowledge
- Participates in projects & activities
- Uses research skills (acquiring, organizing, and presenting information)

Science

The students will learn about Science using our Foss kits, research, reading, films, and experiments. The children will explore scientific concepts using skills of observation, record keeping, discussion, problem solving, and the Scientific Method.

Units of Study:

Water and Human Body

- Completes assignments on time
- Strives for quality
- Demonstrates knowledge
- Participates in projects & activities
- Demonstrates scientific processes (acquiring, organizing, and using information) and inquiry

Assessing Student Learning for 3rd Grade

I collect information about what students know and can do in various ways, including:

- Direct observations of performance;
- Reviews of written work and assignments;
- Formal assessments, including district-and state-sponsored tests.

Test results and other information about student learning are shared with parents through conferences, report cards, and special reports.

Reporting Practices for Third Grade

I report to parents five times a year. The first report will address personal & social development, work habits, study skills, learning characteristics, and recommendations for student learning (Parent–Teacher Conference). In addition, an individual report card will be provided to parents just prior to this first report. Report cards will be given to parents at the end of each trimester. I

will then meet again with parents and students in the spring for the Student-Led Conference.

Homework, Daily Work, and Report Card Grades

Homework (Monday – Thursday) and work done in the classroom (Daily Work) will be graded, as followed:

4 = Excellent / Advanced work

3 = Good / O.K. / Benchmark / Right at grade level

2 = Partial understanding of assignment / Incomplete / Almost there / Improvement being made

1 = Please see me about doing this again / Not quite getting the understanding yet of this or these skills.

Our goal is to reach above the “line” and score a 3 or a 4 on all that we do.

Study Skills

Homework:

If, for any reason, a child doesn’t finish homework, they can bring it to school and get credit for what they did finish. I certainly understand having a busy schedule and am reasonable when it comes to homework assignments.

Homework assignments will be given four days a week. They will go home every Monday, Tuesday, Wednesday, and Thursday. They are due the next morning. The subjects covered will be Spelling, Reading, Math, and Language. The homework should take no longer than 15-20 minutes. Parents may help their child with the homework, if needed.

Library / Technology

Library:

Our class will have Library once a week. Our class will visit the Library every Tuesday. Each child will be allowed to check out up to 3 books.

Technology:

Our class will have technology practice 3+ times a week. Our class will use iPads (Internet / Research / Instruction), Mac Pro laptops, and our junior high computer lab for 40 minutes on most Mondays, Wednesdays, and Fridays. Towards the middle of the year, they will practice their word processing skills (typing a document for class and saving), and power-point. The students also use the website: IXL and Dreambox, to help differentiate their learning.

- Learns keyboarding and word processing skills
- Begins to apply technology skills to learning

Assessment

September:

- QRI – Pre Test
- Writing (Narrative)
- STAR testing (Vocab. And Comprehension)

October:

- Writing (Narrative)
- Reading Skills Test (Theme 1)

November:

- Reading Process Test (Theme 2)
- Writing (Expository)

December:

- None

January:

- QRI – Middle of Year
- Writing (Expository)
- STAR testing (Vocab. And Comprehension)

February:

- Reading Skills Test (Theme 3)

March:

- Reading Process Test (Theme 4)
- QRI – $\frac{3}{4}$ of year
- SBAC – Reading / Writing State Assessment...on the computer

April:

- Reading Process Test (Theme 5)
- Writing (Narrative) Post test

May:

- QRI – Post test
- Writing (Expository) Post test
- Reading Skills Test (Theme 6)
- STAR test (Vocab. And Comprehension)
- SBAC – Math State Assessment...on the computer and paper/pencil

June:

- Misc. end of the year assessments
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Ongoing Assessments Done Throughout the Year:

- Spelling Tests
- Math Chapter Tests
- Math Tests (timed, basic skills)
- AIMS Web Math and Reading Tests (Problem Solving, Computation, Reading Fluency, Vocabulary)...Pre/Mid/Post
- Accelerated Reading Computer Tests