

Kehoe-France Northshore

3rd Grade Curriculum

English Language Arts

The grade three language arts curriculum provides systematic, explicit skills instruction in reading and writing. Students are encouraged to apply knowledge of phonics and letter patterns to read and to spell unknown words. Reading fluency and comprehension skills are promoted through practice in a wide variety of literature and language-rich activities. Students learn the writing process, writing strategies and writing applications. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Written Language - Reading) - Phase 4: Learners show an understanding of the relationship between reading, thinking, and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Reading - Foundational Skills:

- Blend sounds of letters to decode.
 - Consonants
 - Consonant blends and digraphs
 - Short and long vowels
 - R-controlled vowels
 - Vowel digraphs
 - Diphthongs
 - Vowel patterns
- Know and apply grade-level phonics with word analysis skills in decoding words.
 - Identify and know the meaning of most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multi-syllable words.
 - Read grad-appropriate irregularly spelled words.

Reading – Fluency:

- Read aloud with accuracy, comprehension and appropriate rate.
- Read aloud with expression and intonation.
- Attend to punctuation and use appropriate phrasing.

Reading - Comprehension Skills (Literature and Informational Text):

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish the student's point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., mood, aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity independently and proficiently.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools to locate information relevant to a given topic efficiently.
- Distinguish the student's point of view from that of the author of a text.
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- Describe the logical connection between particular sentences and paragraphs in a text.
- Compare and contrast the most important points and key details presented in two texts on the same topic.

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity independently and proficiently.
- Use prior knowledge.
- Make, confirm and modify predictions.
- Make connections: text to self, text to text, text to world.
- Draw conclusions.
- Determine between fact and opinion.

Reading – Vocabulary:

- Use sentence-level context as a clue to the meaning a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with same root.
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words or phrases.
- Distinguish the literal and non-literal meanings of words and phrases in context.
- Identify real-life connections between words and their use.
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

IB Strand (Written Language - Writing) - Phase 3: Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses for readers. They can tell a story and create characters in their writing.

Writing:

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases to connect opinion an reasons.
 - Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases to connect ideas within categories of information.
 - Provide a concluding statement or section.

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
- Write complex sentences.
- Write legibly and correctly in cursive.
- Adhere to neatness in margins and use correct spacing.

IB Strand (Oral Language – Speaking and Listening) – Phase 4: Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Speaking and Listening:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrates fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance facts or details.
- Speak in complete sentences when appropriate to task, audience, and situation.

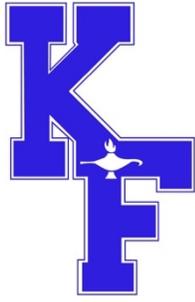
Language:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency words and for adding suffixes to base words.
- Use spelling patterns and generalizations in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Choose correct words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written Standard English.

IB Strand (Visual Language - Viewing and Presenting) - Phase 4: Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell story.

Information Resources:

- Alphabetical order
- Locate information from multiple sources (books, online, etc.).
- Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects.
- Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps.



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Mathematics

By the end of third grade, students extend basic skills and deepen their understanding of place value, addition, subtraction, multiplication and division of whole numbers. They estimate, measure and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments. The following are some examples of skills and concepts developed in the areas of:

IB Strand (Number) – Phase 3: Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths and beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

IB Strand (Pattern and Function) – Phase 3: Learners will analyze patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Operations and Algebraic Thinking:

- Represent and solve problems involving multiplication and division.
 - Interpret products of whole numbers.
 - Interpret whole-number quotients of whole numbers.
 - Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities.
 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

- Understand properties of multiplication and the relationship between multiplication and division.
 - Apply properties of operations as strategies to multiply and divide.
 - Understand division as an unknown-factor problem.
- Multiply and divide within 100.
 - Frequently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- Solve problems using the four operations, and identify patterns in arithmetic.
 - Solve two-step word problems using the four operations.
 - Identify arithmetic patterns, and explain them using properties of operations.

Number and Operations in Base Ten:

- Use place value understanding and properties of operations to perform multi-digit arithmetic.
 - Use place value understanding to round whole numbers to the nearest 10 or 100.
 - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - Multiply one-digit whole numbers by multiples of 10.
- Decimals: tenths, hundredths; compare and order decimal numbers using $<$, $>$, or $=$; add and subtract decimal numbers.

Number and Operations – Fractions:

- Develop understanding of fractions as numbers.
- Explain equivalence of fractions and compare fractions by reasoning about their size.
 - Understand two fractions as equivalent if they are the same size.
 - Recognize and generate simple equivalent fractions. Explain why they are equivalent.
 - Express whole numbers as fractions that are equivalent to whole numbers.
 - Compare two fractions with same numerators or denominators by reasoning about their size.
- Mixed Numbers
- Add and subtract fractions.

IB Strand (Measurement) – Phase 3: Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

IB Strand (Data Handling) – Phase 3: Learners will continue to collect, organize, display and analyze data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

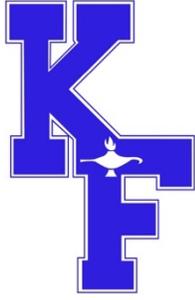
Measurement and Data:

- Solve problems involving measurement, estimation of intervals of time, liquid volumes, and masses of objects.
 - Understand time to nearest minute on analog and digital clocks.
 - Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour.
 - Solve word problems involving addition and subtraction of time intervals in minutes.
 - Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide one-step problems involving masses or volumes.
- Represent and interpret data.
 - Pictographs and bar graphs
- Geometric measurement: Understand concepts of area and relate area to multiplication and to addition.
 - Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - Measure area by counting unit squares.
 - Relate area to the operations of multiplication and addition.
- Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
 - Solve real-world and mathematical problems involving perimeter of polygons, including finding perimeter given the side lengths, and finding an unknown side length.
- Work with money.
 - Solve word problems involving pennies, nickels, dimes, quarters, and bills greater than one dollar, using the dollar and cent symbol appropriately.

IB Strand (Shape and Space) – Phase 3: Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Geometry:

- Reason with shapes and their attributes.
 - Understand that shapes in different categories may share attributes, and that shared attributes can define a larger category. Recognize rhombuses, rectangles and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.



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Science

In third grade, students continue to learn that living things grow, change, are diverse, interdependent and interact with the changing environment. The earth and our universe are constantly changing; energy and matter interact causing change in our physical world. In class the students develop and use basic process skills as they learn, investigate, hypothesize, evaluate, and build an understanding of the science process. Science news related topics along with child initiated topics are incorporated into the curriculum. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Science Strands: Living Things/Earth and Space

Science and Engineering Practices:

- Asking questions and defining problems.
- Developing and using models.
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Construct and/or support an argument with evidence, data, and/or a model.
- Obtaining, evaluating, and communicating data.

Life Science:

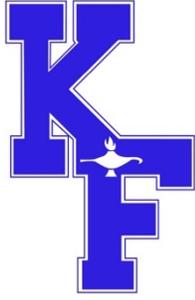
- Describe what the human body needs to grow and be healthy.
- Explain how the organs of the digestive system and components of the skeletal system function.

Earth Science:

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Weather and climate:
 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (average temperature, precipitation, and wind direction)
 - Patterns can be used to make predictions.
 - Obtain and combine information to describe climates in different regions around the world.
 - Understand a variety of natural hazards result from natural processes and

humans cannot eliminate natural hazards, but can take steps to reduce their impacts. (flooding, tornadoes, hurricanes, etc.)

- Design a solution that reduces the impact of a weather-related hazard.
- Describe the difference between weather and climate.



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3rd Grade Curriculum

Social Studies

In third grade, the emphasis is on the physical and cultural landscape of Louisiana, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society. They learn more about our connections to the past through a study of different explorers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Social Studies Strands: Social Organization and Culture/Continuity and Change Through Time/Human and Natural Environments/Human Systems and Economic Activities

Geography:

- Describe characteristics and uses of various maps.
- Identify the hemisphere in which Louisiana is located.
- Locate various communities and cities in Louisiana using cardinal and intermediate directions.
- Locate and label major geographic features of Louisiana on a map.
- Differentiate between a town, parish, state, and country in which the student lives using a political map.
- Construct an outline map of Louisiana from memory.
- Locate specific places on a map using a simple grid system.

People, Land, and Environment:

- Compare and contrast the physical characteristics of various regions of Louisiana.
- Explain historical patterns of settlement in Louisiana using maps.
- Describe how people have changed the land.
- Explain how humans have adapted to the physical environment in different regions of Louisiana.
- Describe how human affect the environment in Louisiana.
- Distinguish between urban, suburban, and rural communities in Louisiana.
- Describe the importance of natural resources in Louisiana using maps.
- Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana.

Economics:

- Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state.
- List different ways people save their income and explain the advantages and disadvantages of each.
- Explain the benefits of comparative shopping when making economic decisions.
- Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants.
- Explain the concepts of specialization and interdependence in the production of goods and services.
- Investigate responsibilities and characteristics of various jobs.
- Differentiate between imports and exports of goods in Louisiana.
- Distinguish between the use of money and barter.

History:

- Create timelines that identify important events in the history of Louisiana.
- Explain how technology has changed family and community life in Louisiana over time.
- Use distinctive vocabulary to sequence events related to Louisiana history.
- Compare and contrast state and national historical symbols.
- Categorize landmarks as state or national.
- Compare and contrast the influence of cultural groups in Louisiana.
- Explain how major explorers and leaders contributed to the early development of Louisiana.
- Identify the causes and effects of migration on Louisiana and describe early settlers in Louisiana.
- Identify cultural elements that have contributed to the state's heritage.