

## **Third Grade Curriculum Overview**

### **Reading:**

#### **I. Reading with Stamina and Meaning**

- Readers read easy text with understanding.
- Readers read a lot of text with stamina.
- Readers read with fluency
- Readers read with friends.
- Readers celebrate reading.
- Readers read in a way that allows them to retell.
- Readers hold themselves accountable when reading.
- Readers read with stamina for test-taking purposes.

#### **II. Fiction Texts**

- Readers can navigate through a text before, during, and after reading by implementing reading strategies.
- Readers can understand story elements: characterization, plot, and setting.
- Readers can identify the theme of a narrative.
- Readers can identify conflict in a narrative.
- Readers can identify literary devices and their purpose as they are used in narratives.
- Readers can identify voice, tone, and mood as well as author's purpose in narrative and poetry.
- Readers can identify the various types of genre in fiction.

#### **III. Responding to Fiction**

- Readers think and grow ideas as they read.
- Readers are aware that they connect emotionally with the text as they read.
- Readers formulate questions while they read.
- Readers write to respond to text.
- Readers talk to respond to text.
- Readers use writing and conversations as tools to follow and extend trails of thought.
- Readers think, write, and talk about a variety of types of text.

#### **IV. Nonfiction**

- When starting a new nonfiction text, readers must engage in initial comprehension strategies.
- Prior to reading, readers must activate strategies for understanding vocabulary.
- While reading nonfiction, readers use self-monitoring comprehension strategies.
- Readers demonstrate an understanding and interpretation of nonfiction text.
- Readers read with fluency to better understand what they read.
- Readers utilize strategies to get through the hard parts of a nonfiction text.

#### **V. Responding to Nonfiction**

- Readers use conversation to respond to text(s) to follow and extend their thinking.
- Readers use writing to respond to text(s) to follow and extend their thinking.
- Readers think, write, and talk about texts of varying structures.
- Readers synthesize concepts to lead them to larger ideas and themes.
- Readers determine relevancy and credibility of sources.

## **VI. Developing and Extending Understanding**

1. Readers use conversation (talking and listening) to deepen thinking and enhance learning.
2. Readers integrate and synthesize ideas across parts of a text as they talk together.
3. Readers use the text to support their conversation and thinking.
4. Readers respond critically to the text through conversation.
5. Readers select a variety of reading materials for conversations.
6. Readers reflect on their conversations about books.

## **VII. Reading as a *Test Genre***

1. Readers prepare for testing all year long by linking test talk and test-taking strategies within the Reading Workshop.
2. Readers learn to think of “testing” as a *genre*, distinguished by characteristics of form, style, and content.
3. Readers learn strategies for taking tests, understanding the differences between general reading strategies and test-specific strategies.
4. Readers learn about different kinds of test questions/formats and how to answer them correctly.
5. Readers, knowing the different kinds of questions that appear on tests, discover that the same general reading strategies they have learned in Reading Workshop can help them take tests.
6. Readers take tests seriously, know they are important, and do their very best.

## **Writing:**

### **I. Launching the Writing Workshop**

- Writers view themselves as writers with something to say.
- Writers learn how to use a writer’s notebook.
- Writers choose topics that are important to them.
- Writers learn and use the writing process.
- Writers need instruction and adequate time to develop habits that nurture independence.
- Writers thrive in a safe learning community.
- Writers celebrate their writing success.

### **II. Raising the Quality of Narrative Writing**

- Writers study texts that resemble the sort of thing they hope to write.
- Writers draw on strategies they already know and learn new strategies for generating personal narratives.
- Writers select a seed idea, learning how to lift it beyond what they’ve already written, and rehearse for the draft that they will soon write.
- Writers understand that narratives have a focus that asks, “What am I really trying to say?”
- Writers draw on a growing repertoire of strategies for adding content to their stories.
- Writers craft leads and endings.
- Writers learn strategies to confer with partners.
- Writers revise in light of their focus and edit drafts drawing on all they’ve learned.
- Writers celebrate their success.
- Writers learn how to write a narrative for a writing prompt.

### **III. Informational Writing**

- Writers study texts that resemble the sort of thing they hope to write.
- Writers generate ideas and select a topic.
- Writers go back into notebooks to write about their topic and to discover what they know and what they want to say about it.
- Writers understand that an informational text makes a point.
- Writers plan and organize their informational text by selecting details that support their point.
- Writers draw on a growing repertoire of strategies for adding content to their informational texts.
- Writers craft leads (introductions) and endings (conclusions).
- Writers organize their information to create an interesting and informative text.
- Writers learn strategies to confer with partners.
- Writers revise in light of their focus and edit drafts drawing on all they've learned.
- Writers celebrate their writing success.
- Writers learn how to write an informational essay for a writing prompt.

### **IV. Persuasive Writing:**

- Writers study texts that resemble the sort of thing they hope to write.
- Writers generate ideas and select a topic.
- Writers go back into notebooks to write about what they believe about their issue.
- Writers understand that persuasive writing is controlled by a single point of view.
- Writers plan their persuasive texts by selecting details that support their point of view.
- Writers draw on a growing repertoire of strategies for adding content to their persuasive texts.
- Writers understand that persuasive texts have a unique structure.
- Writers learn strategies to confer with partners.
- Writers revise in light of their focus and edit drafts drawing on all they've learned.
- Writers celebrate their writing success.
- Writers learn how to write a persuasive essay for a writing prompt.

### **V. Poetry:**

- Poets know that poetry comes from the heart, growing from the writer's passions and interests.
- Poets must read and collect LOTS of poetry before writing poetry themselves.
- Poets paint a picture with their words.
- Poets learn to revise and edit as they write.
- Poets celebrate their writing success.

## **Spelling & Writing Conventions:**

### **Capital Letters:**

- Beginning of sentences
- Proper nouns
- Book titles

### **Punctuation:**

- Sentence endings (. ? !) correct nearly all the time
- Approximate use of commas
- Use of commas in lists
- Approximate use of quotation marks
- Use of contractions

## **Spelling Strategies & Patterns:** *From the Sitton and Zaner-Bloser Spelling Curricula*

- Plurals (s, es)
- Consonant blends
- Short e, ea, a, o, i
- Long e (ee, ea, y)
- Long a (a-C-e, ay, ai)
- Long o (o-C-e, oa, ow)
- Long i (i-C-e, igh, y, i)
- Using rhyming words as a spelling strategy
- Ch, th, wh
- Long u (u-C-e, ew, oo, ue)
- oo, ou
- Capital letters
- Endings ing, ed, er, est
- Using a dictionary (meanings & spellings)
- Contractions
- Patterns: ou, aw, au, al, ow, oi, oy
- Using spelling “sayings”

See also the eligible content from the most recent PSSA Anchors

## **Handwriting:**

*The goal of handwriting instruction is to enable students to produce legible writing in a reasonable amount of time. We believe the best instructional technique is the “motion model” accompanied by guided practice. This model requires the teacher to **demonstrate** the motor tasks involved in correctly producing each letter, and to monitor students’ attempts to write.*

- The Zaner-Bloser simplified cursive alphabet will be introduced and taught during the first semester of **third grade**. Beginning in the second semester of the **third grade** year, consistent use of cursive will be expected for tests, final drafts, and other handwritten published pieces.
- Continued guided practice of the manuscript alphabet for use in appropriate situations, such as graphs, posters, applications, forms, etc., will be given to students in the **third**, fourth and fifth grades.

## **Math:**

Taken from the Third Grade *Everyday Math* goal sheet:

### ***Number and Numeration (PA Standard 2.1)***

- **Understand the meanings, uses and representations of numbers.**
  1. Read and write whole numbers up to 1,000,000; read, write, and model with manipulatives decimals through hundredths; identify places in such numbers and the values of the digits in those places; translate between whole numbers and decimals represented in words, in base-10 notation, and with manipulatives.
  2. Read, write, and model fractions; solve problems involving fractional parts of a region or a collection; describe strategies used.
  3. Find multiples of 2, 5, and 10.
- **Understand equivalent names for numbers.**
  4. Use numerical expressions involving one or more of the basic four arithmetic operations to give equivalent names for whole numbers.

5. Use manipulatives and drawings to find and represent equivalent names for fractions; use manipulatives to generate equivalent fractions.
- **Understand common numerical relations.**
  6. Compare and order whole numbers up to 1,000,000; use manipulatives to order decimals through hundredths; use area models and benchmark fractions to compare and order fractions.

***Operations and Computation (PA Standard 2.2)***

- **Compute accurately.**
  1. Demonstrate automaticity with all addition and subtraction facts through  $10 + 10$ ; use basic facts to compute fact extensions such as  $80 + 70$ .
  2. Use manipulatives, mental arithmetic, paper-and-pencil algorithms and calculators to solve problems involving the addition and subtraction of whole numbers and decimals in a money context; describe the strategies used and explain how they work.
  3. Demonstrate automaticity with  $\times 0$ ,  $\times 1$ ,  $\times 2$ ,  $\times 5$ , and  $\times 10$  multiplication facts; use strategies to compute remaining facts up to  $10 \times 10$ .
  4. Use arrays, mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of 2- and 3-digit whole numbers by 1-digit whole numbers; describe the strategies used.
- **Make reasonable estimates.**
  5. Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained.
- **Understand meanings of operations.**
  6. Recognize and describe change, comparison, and parts-and-total situations; use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.

***Data and Chance (PA Standard 2.6)***

- **Select and create appropriate graphical representations of collected or given data.**
  1. Collect and organize data or use given data to create charts, tables, bar graphs, and line plots.
- **Analyze and interpret data.**
  2. Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, range, mode, and median of a data set.
- **Understand and apply basic concepts of probability.**
  3. Describe events using *certain*, *very likely*, *likely*, *unlikely*, *very unlikely*, *impossible*, and other basic probability terms; explain the choice of language.
  4. Predict the outcomes of simple experiments and test the predictions using manipulatives; express the probability of an event by using “ \_\_\_ out of \_\_\_ ” language.

***Measurement and Reference Frames (PA Standard 2.3)***

- **Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.**
  1. Estimate length with and without tools; measure length to the nearest  $\frac{1}{2}$  inch and  $\frac{1}{2}$  centimeter; draw and describe angles as records of rotations.
  2. Describe and use strategies to measure the perimeter of polygons; count unit squares to find the areas of rectangles.
  3. Describe relationships among inches, feet, and yards; describe relationships between minutes in an hour, hours in a day, days in a week.
- **Use and understand reference frames.**
  4. Tell and show time to the nearest minute on an analog clock; tell and write time in digital notation.

### **Geometry (PA Standard 2.9)**

- **Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.**
  1. Identify and draw points, intersecting and parallel line segments and lines, rays and right angles.
  2. Identify, describe, model, and compare plane and solid figures including circles, polygons, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes using appropriate geometric terms including the terms *face*, *edge*, *vertex*, and *base*.
- **Apply transformations and symmetry in geometric situations.**
  3. Create and complete 2-dimensional symmetric shapes or designs; locate multiple lines of symmetry in a 2-dimensional shape.

### **Patterns, Functions, and Algebra (PA Standard 2.8)**

- **Understand patterns and functions.**
  1. Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition, subtraction, and multiplication and use those rules to solve problems.
- **Use algebraic notation to represent and analyze situations and structures.**
  2. Read, write, and explain number sentences using the symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ ,  $>$ , and  $<$ ; solve number sentences; write expressions and number sentences to model number stories.
  3. Recognize that numeric expressions can have different values depending on the order in which operations are carried out; understand that grouping symbols can be used to affect the order in which operations are carried out.
  4. Describe and apply the Commutative and Associative Properties of Addition, the Commutative Property of Multiplication, and the Multiplicative Identity.

## **Science:**

**Earth Materials:** *This unit consists of four sequential investigations (Mock Rocks, Scratch Test, Calcite Quest, Take It for Granite) dealing with observable characteristics of solid materials from the earth—rock and minerals. The focus is on taking materials apart to find what they are made of and putting materials together to better understand their properties. Students will:*

- develop an interest in earth materials.
- gain experiences with rocks and minerals.
- understand the process of taking apart and putting together to find out about materials.
- use measuring tools to gather data about rocks.
- collect and organize data about rocks.
- observe, describe, and record properties of minerals.
- organize minerals on the basis of the property of hardness.
- investigate the effect of vinegar (acid) on a specific mineral, calcite.
- use evaporation to investigate rock composition.
- learn that rocks are composed of minerals and that minerals cannot be physically separated into other materials.
- compare their activities to the work of a geologist.
- acquire vocabulary used in earth science.
- exercise language and math skills in the context of science.
- use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.

**Physics of Sound:** *This unit consists of four sequential investigations (Dropping In, Good Vibrations, How Sound Travels, Sound Challenges), each designed to expose a specific set of concepts. Students learn to discriminate between sounds generated by dropped objects, how sounds can be made louder or softer and higher or lower, how sounds travel through a variety of materials, and how sounds get from a source to a receiver. Students will:*

- observe and compare sounds to develop discrimination ability.
- communicate with others using a drop code.
- learn that sound originates from a source that is vibrating and is detected at a receiver such as the human ear.
- understand the relationship between the pitch of a sound and the physical properties of the sound source (i.e. length of vibrating object, frequency of vibrations, and tension of vibrating string).
- compare methods to amplify sound at the source and at the receiver.
- observe and compare how sound travels through solids, liquids, and air.
- use knowledge of the physics of sound to solve simple sound challenges.
- acquire vocabulary associated with the physics of sound.
- exercise language, social studies, and math skills in the context of the physics of sound.
- develop and refine the manipulative skills required for investigating sound.
- use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.

**Structures of Life:** *This unit consists of four sequential investigations dealing with observable characteristics of organisms. Students observe, compare, categorize, and care for a selection of organisms, and in so doing they learn to identify properties of plants and animals and to sort and group organisms on the basis of observable properties. Students investigate structures of the organisms and learn how some of the structures function in growth and survival. observe and compare sounds to develop discrimination ability. Students will:*

- Develop an attitude of respect for life.
- Gain experience with organisms, both plants and animals.
- Observe and compare properties of seeds and fruits.
- Investigate the effect of water on seeds.
- Observe, describe, and record properties of germinated seeds.
- Compare different kinds of germinated seeds.
- Grow plants hydroponically and observe the life cycle of a bean plant.
- Observe and record crayfish and land snail structures and behavior.
- Use knowledge of crayfish and snail life requirements to maintain the organisms in the classroom.
- Organize data about crayfish territorial behavior.
- Develop responsibility for the care of organisms.
- Exercise language, art, social studies, and math skills in the context of life science.
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.

## **Environment & Ecology: (a required unit for all third graders)**

### **Adaptations**

- Adaptations are characteristics of an organism that help it survive.
- Adaptations include physical and behavioral characteristics.  
Skills include:
  - Students recognize human adaptations.
  - Students describe physical adaptations of plants and animals.
  - Students describe behavioral adaptations of plants and animals.
  - Students research and present the adaptations of a specific pond animal.
  - Students generate ideas for problem-solving regarding changes in habitat at the pond.
  - Students compose and publish a written piece on animal adaptations.

**Key PSSA Vocabulary for Science and Environment & Ecology:** organism, life cycle (egg, larva, pupa, adult), metamorphosis, chrysalis, camouflage, adaptations (mimicry, protective, coloration), wetland, habitat, interdependence, survival, physical characteristics (mandible, true feet, sucker feet, antennae, proboscis, wings, segments, fore-wing, hind-wing, body), gravity, phases (moon), astronaut, solar panel, planets, meteorite, asteroid belt, comet, rotate, axis, revolve (day, month, year), geology, geologist, property, mineral, mass.

### **Social Studies:**

**Assessments:** (first two required; select third assessment from final two marked with an \*)

- Maps About Community Changes Over Time
- Interdependence of Community Members
- \*3 Laws
- \*Community Advertisement

### **Four Essential Questions:**

#### **What is a community?**

- Describe where a community is found.
- People in communities work together to solve problems.
- People in communities meet their needs.
- The past is important to a community.
- Communities are made up of different groups of people.

#### **Where do people start communities?**

- Communities are in different places.
- People start communities.
- Communities are built near resources.
- Communities are built for government.
- Communities move.

#### **How do people live and work together in a community?**

- Immigrants to the U.S. have come from different parts of the world at different times and for different reasons.
- Holidays and traditions can be celebrated in many different ways.
- Life in another country is like life in the U.S., and yet is different in other ways.
- People work together to make products and buy services and products.
- The world is a market place.

#### **How do communities grow and change?**

- Communities both change and stay the same.
- Change occurs in different ways in communities.
- Communities changed from many centuries ago.

- Cities face problems today.
- Communities have a history.

### **Character Education:**

- SASD Character Education Curriculum: *Respect, Citizenship, Responsibility, Fairness, Caring (Gratitude), Trustworthiness(Honesty), Perseverance, Wisdom & Humility*