

CURRICULUM GUIDE

Third Grade

THIRD GRADE

LANGUAGE ARTS



Through the study of the language arts, students will learn to read fluently and understand a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. In addition, students must be able to study, retain, and use information from many sources.

Read with understanding and fluency. (State Goal 1).

Students will apply word analysis and vocabulary skills to comprehend selections.

Students will be able to:

- apply phonics skills and use structural analysis strategies to decode unknown words (such as the use of syllable patterns, common word endings, word families, and plurals).
- clarify word meaning through the use of context clues, resource glossaries, and dictionaries.
- acquire and use new words in reading, speaking, and writing.

Apply reading strategies to improve understanding and fluency.

Students will be able to:

- establish purposes for reading and preview the text.
- make predictions.
- connect important ideas and link text to previous experiences and knowledge.
- identify and restate the main idea.
- make inferences, draw conclusions, and use specific examples from the text to support thoughts.
- distinguish fact from opinion; relate cause and effect.
- sequence events.
- summarize content.
- use context clues.
- continuously check and clarify for understanding, recognize when text fails to make sense, and self-correct errors that interfere with meaning.
- read aloud accurately with ease and expression.

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Students will comprehend a broad range of fiction and nonfiction reading

Students will be able to:

- use specific information to form questions, verify predictions, and support thinking.
- differentiate among and identify the characteristics of a variety of genres, including fiction, biographies, nonfiction, fairy tales, poetry, folktale, and fable.
- interpret supplemental information to enhance understanding of text (such as charts, pictures, captions and other visual clues).

Read and understand literature representative of various societies, Eras, and ideas. (State Goal 2).

Students will understand how literary elements and techniques are used to convey meaning.

Students will be able to:

- show relationships between and among events, characters, and texts.
- identify the use and effect of figurative language and imagery.

Students will read and interpret a variety of literary works.

Students will be able to:

- connect events and situations in both fiction and nonfiction to personal experience, the world and other texts.
- explain and relate ways in which characters deal with conflict, solve problems, and reach their goals.

Write to communicate for a variety of purposes. (State Goal 3)

Students will use correct grammar, spelling, punctuation, capitalization, and structure.

Students will be able to:

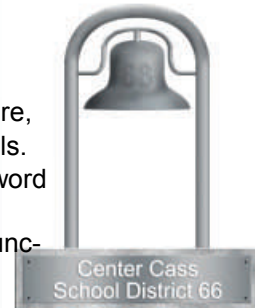
- identify and use nouns, adjectives, verbs, adverbs, and pronouns correctly.
- recognize, read, and use cursive writing.
- demonstrate correct spelling of high frequency words in written work.
- use appropriate resources to spell unfamiliar words.
- apply spelling patterns and reliable spelling strategies in written work.
- use periods, question marks, exclamation points, capitalization, quotations, and commas correctly.
- express thoughts with complete sentences.



Students will compose well-organized and coherent writing for specific purposes and audiences.

Students will be able to:

- use the writing process to produce persuasive, narrative, and expository written pieces:
- pre-write --generate and organize ideas around a given format or structure,
- draft --follow correct format, maintain focus, and support ideas with details.
- revise -- make improvements to content and focus, sentence structure, word choice, support and elaboration, and transitions.
- edit -- correct errors in organization, capitalization, grammar, spelling, punctuation, and sentence structure.
- publish -- use keyboarding or cursive writing to produce a final copy.



Students will communicate ideas in writing.

Students will be able to:

- write multi-paragraph essays to inform, persuade, and describe.
- write a summary.
- respond to text using written language.

Listen and speak effectively. (State Goal 4).

Students will listen effectively.

Students will be able to:

- display attentive listening behaviors and listen for specific purposes.
- ask and respond to questions related to oral presentations.
- restate and carry out a variety of oral instructions.
- summarize or paraphrase information presented orally.

Students will speak effectively.

Students will be able to:

- use spoken words correctly, fluently, and meaningfully for a variety of purposes and audiences.
- demonstrate appropriate volume, articulation, pronunciation, rate, expression, eye contact, and posture when speaking.
- participate appropriately in classroom discussions.

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Use the language arts to acquire, assess and communicate information (State Goal 5).

Students will locate, organize, and use information from various sources.

Students will be able to:

- identify questions and collect information relevant to the topic.
- understand the purpose and use of various reference resources.
- use a variety of resources to gather information.

Students will analyze and evaluate information.

Students will be able to:

- select and organize information from various sources for a specific purpose.
- cite sources used.

Students will apply acquired information, concepts, and ideas.

Students will be able to:

- write letters, reports, and stories using acquired information.
- use available technology as a publishing method for sharing information.



SOCIAL SCIENCE

The study of social science helps students develop the ability to make informed and reasoned decisions for the public good. Students are preparing to become citizens of a culturally diverse, democratic society in an interdependent world. The curriculum integrates the disciplines of social science to promote civic competence.

Understand political systems, with an emphasis on the United States. (State Goal 14).

Students will be able to:

- identify selected historical figures that have supported the democratic process, individual rights, the concept of freedom, and advanced the common good in the United States.
- explain reasons for having rules and laws in people's lives.
- name the different levels of government
- describe and apply traits of responsible citizens, such as respect for the law, patriotism, and working with others.
- recognize that people have rights.

Understand economic systems, with an emphasis on the United States. (State Goal 15).

Students will be able to:

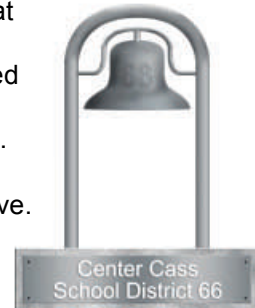
- recognize that people depend on one another for goods and services.
- relate the importance of goods and services to a community.
- explain how and why people earn, save, and spend money.
- identify factors that affect consumer choices.
- explain the concept of trade and compare and contrast ways children and adults trade goods and services.
- list goods and services provided by the local government.

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Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations. (State Goal 16).

Students will be able to:

- generate questions about a historical topic and use resources to answer historical questions.
- identify important founders of Chicago and Downers Grove and events that led to their development.
- explain how Chicago and Downers Grove's locations near waterways aided trade between Native Americans and early settlers.
- compare the past and present economies of Chicago and Downers Grove.
- describe how Jane Addams influenced the social history of Chicago.
- describe how Pierce Downer influenced the development of Downers Grove.
- compare modern and ancient Egypt.
- identify the characteristics of ancient Egypt's civilization.



Understand world geography and the effects of geography on society, with an emphasis on the United States. (State Goal 17).

Students will be able to:

- locate and label the seven continents and four oceans of the world.
- use map skills to locate specific places and identify geographic features such as waterways and landforms.
- describe ways that people use the local environment to make a living and compare ways in which the environment meets people's needs in urban, suburban, and rural communities.
- recognize the natural resources of Chicago.
- determine the impact of the Great Chicago Fire.
- explain the reasons for the reverse flow of the Chicago River.
- locate country and state borders.

Understand social systems, with an emphasis on the United States. (State Goal 18).

Students will be able to:

- recognize that folklore and customs from other cultures have become part of our national culture.
- determine the roles and purposes of individuals in society and how they interact.
- demonstrate what it means to be a friend.
- name places in the local community where people come together.
- explain how people work together to meet their basic needs, and describe how the roles of family members have changed over time.

SCIENCE

The goal of science education is to develop in learners an understanding of the inquiry process as it is related to key concepts and principles of the life, physical, and earth/space sciences. The curriculum addresses the integration of the sciences with technology and society as students learn to connect the importance of scientific knowledge to its application in everyday life.

Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. (State Goal 11).

Students will be able to:

- describe an observed event and collect data with appropriate measuring instruments.
- organize data, describe observed patterns, and draw simple conclusions based on data.
- ask scientific questions using prior knowledge and observations.
- generate questions and possible solutions when given a scientific problem.
- develop a hypothesis and create a plan to test the hypothesis.

Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences. (State Goal 12).

Students will be able to:

- develop a working knowledge of key vocabulary related to units of study.
- list physical features that help animals survive.
- describe how living things adapt to their environment.
- compare and contrast various ecosystems.
- recognize the sun as a source of energy.
- compare the physical properties of the planets in our solar system.
- distinguish Earth's unique features from other planets in the solar system.
- explain how life on Earth is dependent on energy from the sun.
- understand that night and day are produced by Earth's rotation on its axis.
- identify and explain natural cycles and patterns in the solar system.
- distinguish the properties of solids, liquids, and gases.
- describe how states of matter changes.
- identify properties of matter.
- categorize features as either inherited or learned
- describe relationships among various organisms and their environments
- describe and compare types of energy including light, heat, sound, electrical and mechanical
- demonstrate and explain ways that forces cause action and reactions
- identify and explain natural cycles of the Earth's land, water and atmospheric systems.



Understand the relationships among science, technology, and society in historical and contemporary contexts. (State Goal 13).

Students will be able to:

- follow established procedures for investigations, including equipment use, safety, and clean-up requirements.
- predict what will happen when an experiment is repeated and explain the results.
- use standard units of measure during scientific activities.
- describe contributions men and women have made to science and technology.
- explain why it is important to reduce, reuse, and recycle and describe the consequences of not recycling.



HEALTH

Healthy minds and bodies are basic to academic success and, later in life, to enhancing the ability to contribute to a productive work environment. The health curriculum focuses on health promotion, safety, and understanding the human body and how it grows and develops. Problem solving, communication, responsible decision making, and team-building skills are major emphases, as well.

Understand principles of health promotion and the prevention and treatment of illness and injury. (State Goal 22).

Students will be able to:

- compare and contrast the feelings of being well and sick.
- recognize the correlation between healthy food choices and health maintenance.
- discuss ways to stay safe around vehicles and when playing.
- know what to do in an emergency situation.

Understand human body systems and factors that influence growth and development. (State Goal 23).

Students will be able to:

- identify body systems and factors that influence growth and development.
- explain the purpose of the digestive, muscular, skeletal, circulatory, respiratory, and nervous systems and how they work.
- differentiate between healthy and unhealthy behaviors as related to diet and daily activity/exercise.
- understand that good nutrition is needed for growth and development.
- recognize sun exposure as a health risk.

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Promote and enhance health and well-being through the use of effective communication and decision-making skills. (State Goal 24).

Students will be able to:

- differentiate between positive and negative behaviors.
- recognize how people show their feelings through facial expressions or body language.
- discuss steps that can be taken to stay safe in uncomfortable or dangerous situations.
- recite and write name, address, and telephone number.



MATHEMATICS

Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions. (State Goal 6).

Students will develop an understanding of mathematical thinking, language, and symbols.

Students will be able to:

- develop a working knowledge of key vocabulary when speaking and writing about mathematics.
- identify and use mathematical symbols correctly when reading and writing number sentences.
- develop a sense of whole numbers in order to represent and use them in flexible ways.
- use estimation strategies to determine if answers are reasonable.
- develop mental computation skills.
- check accuracy of computation by using inverse operation or a calculator.
- use a variety of strategies to solve story problems.
- write an explanation and rationale for the steps and solution of various mathematical problems.
- explain mathematical reasoning verbally; recognize whether answers are reasonable.
- label answers with appropriate units.
- given a specific number sentence, write a corresponding story problem; given a specific story problem, write a corresponding number sentence.
- know how and when to use a calculator when working with large numbers.

Students will develop an understanding of numeration and order.

Students will be able to:

- recognize relationships and relative size among numbers (such as 120 is two 60's, 140 is large compared to 8).
- identify place value; use it to read, write, compare, and order numbers up to six digits.
- compare numbers up to four digits using symbols.
- explain why a number is odd or even.
- round a four-digit number to the nearest ten, hundred, and thousand.
- identify and read fractions as equal parts of a whole.

Students will develop computational skills related to number operations.

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- know basic addition and subtraction facts from 0 to 20.
- develop fluency with multiplication and division facts from 0 to 9 using a variety of strategies (such as skip counting, memorization, and fact families).
- find the sum of three or more addends.
- add and subtract up to four-digit numbers with and without regrouping.
- multiply two- and three-digit numbers by a one-digit multiplier.
- divide a two-digit number by a one-digit divisor with and without remainders.

Estimate, make, and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy. (State Goal 7).

Students will develop an understanding of measurement, money, and time.

Students will be able to:

- know equivalencies related to measurement and convert among units within systems (such as 12 in = 1 ft, 100 cm = 1 m).
- develop accuracy when measuring with a variety of tools (such as a ruler, meter stick, thermometer, or balance).
- measure length of objects to the nearest half inch, quarter inch, and centimeter.
- estimate, measure, and compare using appropriate customary and metric units of measurement for length, width, height, weight/mass, volume/capacity, and temperature.
- count, read, and write amounts of money.
- add and subtract decimals in the context of dollars and cents.
- make purchases using the fewest number of coins.
- determine change due.
- know equivalencies related to time and convert from one unit of time to another (such as 60 sec. = 1 min., 60 min. = 1 hr., 24 hrs. = 1 day).
- tell time to the nearest minute and record in proper notation.
- solve problems involving simple elapsed time in compound units (hours, minutes, days).

Use algebraic and analytical methods to identify and describe patterns and relationship in data, solve problems, and predict results. (State Goal 8).

Students will develop an understanding of patterns, functions, and sequences.

Students will be able to:

- describe, extend, and make generalizations about geometric and numeric patterns.
- identify patterns in odd and even numbers, multiples, products, multiplication and division, and skip counting using hundreds charts and number lines.
- use patterning as a problem-solving strategy.
- determine the rule for a given pattern; create patterns to match a given rule.
- sort, classify, and order objects by common attributes.

Students will develop an understanding of algebra and uses of variables.

Students will be able to:



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- determine the value of an unknown number in an equation or number sentence.
- create equations and solve for the unknown.

Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space. (State Goal 9).

Students will develop an understanding of geometry and spatial sense.

Students will be able to:

- identify, describe, compare, classify, and analyze attributes of two- and three-dimensional figures.
- decide whether a two- or three-dimensional figure has a line of symmetry; identify and draw lines of symmetry in figures and designs.
- observe and describe the transformation of shapes as they slide, flip, and turn.
- draw or construct various polygons and three-dimensional figures.



Collect, organize, and analyze data using statistical methods; predicts results; and interpret uncertainty using concepts of probability. (State Goal 10).

Students will develop and apply the concepts of data collection and probability.

Students will be able to:

- collect and record data from real-life experiences.
- organize a set of data by tallying and ordering.
- construct appropriate tables, graphs, or charts from collected data.
- read and interpret data from a variety of graphs.
- formulate predictions and draw conclusions from information represented on graphs, charts, and tables.
- identify possible outcomes for a simple chance event, test the prediction, and record the outcomes.
- using a data set, determine mode