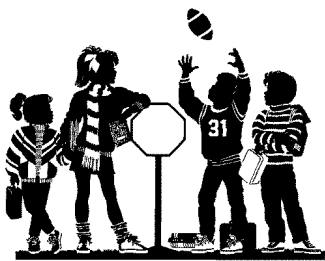


Dear Parents,

Following is a brief overview of what you may expect **third grade** students to experience as a core curriculum. This pamphlet lists desired student outcomes for the end of third grade.



READING STANDARDS

- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words
- Demonstrate knowledge of relations among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/ living things)
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words
- Monitor texts for unknown words using sentence and word context to find meaning
- Use dictionary to learn the meanings and other features of unknown words
- Use knowledge of prefixes to determine meaning of words
- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text
- Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text
- Demonstrate comprehension by locating answers in text
- Recall major points in text; make and revise predictions about coming information
- Distinguish between cause and effect, fact and opinion, and main idea and supporting details in expository text
- Extract appropriate and significant information from text, including problems and solutions
- Distinguish among common forms of literature such as poetry, drama, fiction, and non-fiction
- Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world
- Determine what a character is like from what s/he says and does, and how the author and illustrator portray the character
- Determine the underlying theme or author's message in fictional and non-fictional works and relate them to prior experiences or the experiences of others
- Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmical patterns in a selection
- Identify the speaker or narrator in a selection

WRITING STANDARDS

- Develop a topic sentence and supporting sentences

- Write legibly in cursive adhering to margins and correct spacing between letters in a word and words in a sentence
- Understand the structure, organization, and use of various resources such as the encyclopedia, card catalog, almanacs, newspapers, and periodicals
- Demonstrate basic keyboarding skills and familiarity with technology vocabulary such as cursor, software, memory, disk drive, and hard drive
- Revise selected drafts to improve the coherence and the logical progression of ideas
- Write narratives that provide a context within which an incident occurs, provide insight into why this incident is memorable, and include well-chosen detail to develop the plot
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences
- Write personal and formal letters, thank you's, and invitations that address knowledge and interests of the audience, and include the date, proper salutation, body, closing, and signature

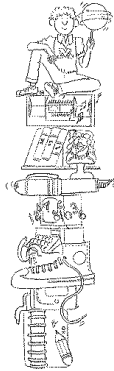
ORAL AND WRITTEN ENGLISH LANGUAGE STANDARDS

- Understand and use complete, correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking
- Identify and correctly use subject/verb agreement, pronouns, adjectives, compound words, and articles in writing and speaking
- Use past, present, and future verb tenses in writing and speaking
- Identify subject and predicate of single-clause sentences in writing and speaking
- Punctuate dates, city and state, and titles of books correctly
- Capitalize geographical names, holidays, historical periods, and special events correctly
- Spell one-syllable words with blends and spelling patterns (e.g., qu, consonant doubling, change y to i)
- Spell contractions and compounds
- Arrange words in alphabetical order

LISTENING & SPEAKING STANDARDS

- Retell, paraphrase, and explain what has been said by a speaker
- Connect prior experiences, insights, and ideas to those of a speaker
- Respond to questions with appropriate elaboration
- Identify the musical elements of literary language (e.g., rhymes, repeated sounds, or onomatopoeia)
- Work in small groups to make presentations
- Organize ideas in presentations chronologically or around major points of information
- Provide a beginning, middle and ending, including concrete details that elaborate a central impression
- Use clear and specific vocabulary to communicate ideas and establish tone
- Clarify and support spoken text through use of appropriate props (e.g., objects, pictures, charts)

- Read prose and poetry aloud with fluency, rhythm, pace, and appropriate intonation and vocal patterns
- Compare ideas and points of view in the media
- Distinguish between speaker's opinions and verifiable facts
- Make brief narrative presentations that:
 1. provide a context within which an incident occurs
 2. provide insight into why this incident is memorable
 3. include well-chosen detail to develop character, setting and/or plot
- Plan and present dramatic interpretations of experiences, stories, poems, or plays, using clear diction and pitch, tempo, and tone



MATHEMATICS STANDARDS

Students understand place value of numbers up to 10,000

- Count, read, write, compare and order whole numbers to 10,000
- Identify place value for each digit in numbers to 10,000
- Round off numbers to 10,000 to nearest 10, 100, and 1,000
- Use expanded notation to represent numbers

Students calculate and solve problems involving addition, subtraction, multiplication, and division

- Add or subtract two whole numbers between 0 and 10,000
- Memorize multiplication tables for numbers between 1 and 10
- Use inverse relationship of multiplication and division to compute and check results
- Solve simple problems involving multiplication of multi-digit numbers of one-digit numbers
- Solve division problems in which a multi-digit number is evenly divided by a one digit number
- Understand special properties of 0 and 1 in multiplication and division
- Determine the unit costs when given the total cost and number of units
- Solve problems which combine two or more of the skills above

Students understand the relationships between whole numbers, simple fractions and decimals

- Compare fractions represented by drawings or concrete materials to show equivalency
- Add and subtract simple fractions
- Solve problems involving addition, subtraction, multiplication and division of money amounts in decimal notation

- Know and understand that fractions and decimals are two different representations of the same concept

Students select appropriate symbols, operations and properties to represent, describe, simplify, and solve simple number relationships

- Represent relationships of quantities in the form of mathematical expressions, equations or inequalities
- Solve problems involving numeric equations or inequalities
- Select appropriate operational and relational symbols to make an expression true
- Express simple unit conversions in symbolic form
- Recognize and use the commutative and associative properties of multiplication

Students represent simple functional relationships

- Solve simple problems involving a functional relationship between two quantities
- Extend and recognize a linear pattern by its rules

Students choose and use appropriate units and measurement tools to quantify the properties of objects

- Choose appropriate units (metric and U.S. customary) and tools, and estimate and measure length, liquid volume and weight/mass
- Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them
- Find the perimeter of a polygon with integer sides
- Carry out simple unit conversions within a system of measurement

Students describe and compare plane and solid geometric figures and use their understanding to show relationships and solve problems

- Identify, describe and classify polygons (including pentagons, hexagons and octagons)
- Identify attributes of triangles and quadrilaterals
- Identify right angles in geometric figures and determine whether other angles are greater or less than a right angle
- Identify, describe, and classify common three-dimensional geometric objects
- Identify the common solid objects that are the component parts needed to make a more complex solid object

Students conduct simple probability experiments and make simple predictions

- Identify whether common events are certain, likely, unlikely, or improbable
- Record the possible outcomes for a simple event
- Summarize and display the results of probability experiments in a clear and organized way
- Use the results of probability experiments to predict future events

Students use strategies to solve problems

- Analyze problems by identifying relationships, discriminating relevant from irrelevant information, sequencing and prioritizing information, and observing patterns

- Determine when and how to break a problem into simpler parts
- Use estimation to verify the reasonableness of calculated results
- Apply strategies and results from simpler problems to more complex problems
- Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning
- Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy
- Make precise calculations and check the validity of the results from the context of the problem
- Move beyond a particular problem by generalizing to other situations

SCIENCE STANDARDS

Scientific Method – Investigation and Experimentation

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Sciences

- Heat causes changes in matter
- Light has a source and travels in a direction
- Sound is a form of energy

Life Sciences

- All organisms need energy and matter to live and grow

Earth Sciences

- The properties of rocks and minerals reflect the processes that formed them

HISTORY/SOCIAL STUDIES STANDARDS

- Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments
- Students describe the American Indian nations in their local region long ago and in the recent past
- Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark
- Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government
- Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region

VISUAL AND PERFORMING ARTS STANDARDS

- Analyze, compare, contrast and explore design elements (shape, line, value, color, space, movement, texture and form) with emphasis on texture, space, and 3-D form
- Observe and discuss principles of unity, rhythm, and emphasis in the environment and in fine art; apply these principles to their own compositions
- Create art that demonstrates increased understanding of depth through proportion (objects appear smaller as they go back in space)

- Compare and contrast elements used in representational and nonrepresentational artworks
- Identify, discuss and visit local artists, museums and galleries
- Demonstrate basic knowledge of technical processes used to create visual art
- Recognize the value of artists such as painters, sculptors, architects, fabric designers and illustrators
- Perform and identify dance elements of time (speed, rhythm), space (range of movement, level, direction, facing, focus), and energy (amount of energy, how energy is released)
- Isolate body parts (shoulder circles or knee circles)
- Combine a series of movements into a movement sequence that communicates a feeling and demonstrates an understanding of the elements of dance
- Dance in formal and informal productions
- Observe objects, animals and people; recreate their characteristics using movement and voice
- Create original works of theatre such as improvisations and dramatizations; perform works created by others
- Perform easy rhythmic, melodic and chordal patterns on instruments
- Participate in choral and/or instrumental group performances
- Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others



- Learn vocabulary and terminology related to the arts
- Investigate the relationship of art, music, theatre, and dance to history and culture
- Apply appropriate criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

PHYSICAL EDUCATION STANDARDS

- Students use cue discrimination during movement activities
- Students develop patterns and combinations of movements, using locomotor and nonlocomotor skills into repeatable sequences
- Students demonstrate the qualities of movement as they manipulate a variety of objects
- Students create a two-player game emphasizing locomotor and nonlocomotor patterns
- Students analyze movement performance using Newton's First Law in order to learn or improve a movement skill
- Students design a one-day flexibility plan including a warm up
- Students describe the relationship between individual growth rates and gender, and the effect on movement performance

- Students develop a positive self-image through successful experiences
- Students create original movement patterns within their environment using space, time and flow to illustrate continuity and change
- Students support and encourage partners, both male and female, while involved in a movement-related experience
- Students explain how the physical activities in which they play have changed before and throughout their lives
- Students explain how their physical education program has changed during the last four years

HEALTH STANDARDS

- Students understand ways to enhance and maintain health and well-being
- Students understand ways to prevent disease and speed recovery from illness
- Students understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect one's health
- Students know how to play a positive, active role in promoting the physical and emotional health of their families
- Students know how to promote positive health practices within the school and community, including positive relationships with peers
- Students understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Students understand and appreciate individual differences in growth and development
- Students know how to identify products, services and information that may be helpful or harmful to one's health



WHAT CAN YOU DO TO HELP?

1. Provide a positive home atmosphere and attitude toward learning and encourage your child to do his/her best work.
2. Be knowledgeable about and participate actively in the many opportunities which seek parental involvement.
3. Establish a time and place where homework can be completed and reviewed.
4. Talk with your child about shared experiences.
5. Read aloud to your child and listen to your child read to you.
6. Show your child the importance and use of reading and writing in daily life.
7. Monitor your child's television viewing and watch programs with your child whenever possible.



P.O. Box 222700
Carmel California 93922
(831) 624-1546

THIRD GRADE CURRICULUM BROCHURE

BOARD OF EDUCATION

Amy Funt
Howard Given
Dan Hightower
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Annette Yee Steck

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