

3rd Grade Curriculum Guide



Riverside Public Schools District 96

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Language Arts

District 96 is committed to an integrated, holistic, and challenging language arts program, which includes high expectations in reading, writing, listening, speaking, spelling, and grammar. Success is provided at each child's developmental level through differentiated instruction. We believe in creating a low-risk environment that nurtures the joy and appreciation of language and life long learning.

A balanced literacy program is implemented to give students the tools to become independent learners. Open Court Reading and the school's leveled library serve as resources for the balanced literacy program. Balanced literacy provides and cultivates the skills of reading, writing, learning about words, thinking, listening, and speaking through the use of the following components:

Modeled/Shared Writing: *Teacher and students collaborate to write text; teacher acts as scribe*

- Develops concepts of print
- Develops writing strategies
- Supports reading development
- Provides model for a variety of writing styles
- Models connections among and between sounds, letters, and words
- Produces text that students can read independently
- Necessitates communicating in a clear and specific manner

Interactive Writing: *Teacher and students compose together using a "shared pen" technique in which students do some of the writing*

- Provides opportunities to plan and construct texts
- Increases spelling knowledge
- Produces written language resources in the classroom
- Creates opportunities to apply what has been learned

Independent Writing: *Students write independently*

- Strengthens text sequence
- Develops understanding of multiple uses of writing
- Supports reading development
- Develops writing strategies
- Provides opportunities to write authentically for audience and purpose

Reading Aloud: *Teacher reads selection aloud to students*

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction
- Builds a community of readers
- Develops active listening
- Models strategies through think-alouds

Shared Reading: *Teacher and students read text together*

- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect
- Promotes vocabulary development

Guided Reading: *Teacher introduces a selection at student's instructional level within flexible, small groups*

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability
- Promotes vocabulary development

Independent Reading: *Students read independently*

- Encourages strategic reading that is purposeful and active
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to independently monitor and clarify their own understanding

A Balanced Literacy Framework

Our goal in Riverside District 96 is to incorporate whole group, small group, and independent learning into everyday literacy experiences.

Most Support

Read Aloud

Teacher exposes students to rich, interesting, and varied text forms in order to build vocabulary, fluency, comprehension, and an appreciation of literature.

Shared Reading

Teacher provides explicit instruction of comprehension strategies, text forms (genres), fluency skills, word study, and vocabulary.

Guided Reading/Practice

Teacher leads small group work with text at student's instruction text level, addressing learner's specific needs determined through a variety of assessments.

Independent Reading

Students practice previously taught skills and strategies independently while reading for meaning. Teachers conference with students about their reading.

Least Support

WORD STUDY, VOCABULARY, SPELLING, and LANGUAGE
Integrated throughout the framework.

Most Support

Write Aloud

Teacher thinks aloud while composing text to model and familiarize students with the characteristics, style, and form of a chosen genre.

Shared Writing

Teacher and students collaborate to write text. Teacher writes while scaffolding students' language and ideas.

Guided Writing

Students plan and construct with teacher guidance. Students attempt to apply what has been previously demonstrated with support and validation from the teacher and/or group.

Independent Writing

Students take responsibility to write independently for different purposes using previously taught skills.

Least Support

3rd Grade Literacy Goals

Reading

- Acquires new vocabulary through reading
- Has a large core of known words that are recognized automatically
- Uses a variety of strategies to solve unknown words
- Uses strategies for reading comprehension
- Constructs meaning from text
- Interprets and uses information from a wide variety of visual aids in expository texts
- Knows how to read differently in different genres
- Sustains reading over text with many pages that require reading over several days or weeks
- Reads with phrasing and fluency at appropriate rates
- Chooses to read independently

Writing

- Writes for specific audiences
- Writes for many different meaningful purposes in a variety of genres
- Uses interesting word choice in writing
- Uses an authentic voice
- Develops a topic and extends a text over many pages
- Uses what they know from reading texts to develop their writing
- Includes elaboration, details, facts, and/or reasons that support the main idea
- Organizes writing with a logical structure
- Provides transitions to connect ideas
- Presents ideas clearly with logical well organized flow
- Uses conventional spelling in daily work
- Edits writing for correct conventions
- Rereads, rethinks, revises for clarity
- Recognizes and uses aspects of the writer's craft to improve the quality of their writing
- Accurately forms cursive letters

Speaking and Listening

- Makes meaningful contributions during classroom activities
- Speaks clearly and with expression
- Responds to questions with clarity and insight
- Is a confident speaker in classroom discussions
- Uses oral language to critique, interpret, and apply information
- Expresses oral ideas effectively

Math

Students are provided a curriculum that is rich in opportunities and materials for exploration, inquiry, and thinking, and is centered on learner needs. *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. The balanced math curriculum contains concepts that come from five major areas: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. The following information shows the instructional goals for each unit. However, these goals are adapted through differentiated instruction, based on each child's individualized learning needs.

Unit 1: Routines and Review

Students will:

- Identify and use number patterns to solve problems (Developing/Secure)
- Count by 10's and 100's (Secure)
- Apply place-value concepts in 4-digit numbers (Developing/Secure)
- Tell and show times to the nearest minute (Developing/Secure)
- Calculate the values of combinations of bills and coins and write the total in dollars-and-cents notation (Developing/Secure)
- Find equivalent names for numbers (Secure)
- Know addition facts (Secure)
- Solve problems using extended response (Developing)

Unit 2: Adding and Subtracting Whole Numbers

Students will:

- Estimate answers to multi-digit addition and subtraction problems (Developing)
- Use basic facts to solve fact extensions (Developing/Secure)
- Complete "What's My Rule?" tables (Developing/Secure)
- Know addition and subtraction facts (Secure)
- Complete fact and number families (Secure)
- Solve addition and subtraction multi-digit number stories (Developing/Secure)
- Add multi-digit numbers (Developing/Secure)
- Subtract multi-digit numbers (Developing/Secure)

Unit 3: Linear Measures and Area

Students will:

- Find the perimeter of a polygon (Developing)
- Find the area of a rectangular region divided into square units (Developing)
- Measure line segments to the nearest $\frac{1}{4}$ inch (Developing/Secure)
- Measure line segments to the nearest centimeter (Secure)

Unit 4: Multiplication and Division

Students will:

- Solve equal grouping number stories by using multiplication (Developing)
- Solve equal grouping and equal sharing number stories (Developing)
- Know multiplication facts from the first set of Fact Triangles (Developing)
- Know multiplication facts having 2, 5, or 10 as a factor (Developing/Secure)
- Complete multiplication/division fact families (Developing/Secure)
- Know multiplication facts having 0 or 1 as a factor (Secure)

Unit 5: Place Value in Whole Numbers and Decimals

Students will:

- Read, write, and compare 6- and 7-digit whole numbers (Beginning)
- Read and write 3-digit decimals (Beginning)
- Compare and order decimals (Developing)
- Identify place value in decimals (Developing)
- Read and write 1- and 2-digit decimals (Developing)
- Know multiplication facts from the first set of Fact Triangles (Developing/Secure)
- Read, write, and compare whole numbers up to 5 digits (Developing/Secure)
- Identify place value in whole numbers up to 5 digits (Developing/Secure)

Unit 6: Geometry

Students will:

- Identify, draw, and name line segments, lines, and rays (Developing)
- Draw parallel and intersecting line segments, lines, and rays (Developing)
- Draw angles as records of rotations (Developing)
- Know multiplication facts from the first set of Fact Triangles (Secure)
- Identify right angles (Developing/Secure)
- Identify and name 2-D and 3-D shapes (secure)
- Identify symmetric figures and draw lines of symmetry (Secure)

Unit 7: Multiplication and Division

Students will:

- Understand function and placement of parentheses in number sentences (Beginning/Developing)
- Make ballpark estimates for sums and products (Beginning/Developing)
- Recognize and know square products (Developing)
- Know multiplication facts from the second set of Fact Triangles (Developing)
- Solve extended multiplication facts to tens times tens (Developing)

Unit 8: Fractions

Students will:

- Compare and order fractions (Beginning)
- Convert between mixed numbers and fractions (Beginning)
- Identify fractions on a number line (Beginning/Developing)
- Find equivalent fractions for given fractions (Developing)
- Solve fraction number stories (Beginning/Developing)
- Identify fractional parts of a set (Developing)
- Identify fractional parts of a region (Developing)

Unit 9: Multiplication and Division

Students will:

- Solve number stories involving positive and negative integers (Beginning)
- Multiply multi-digit numbers by 1- or 2-digit numbers (Beginning/Developing)
- Find factors of a number (Beginning/Developing)
- Interpret remainders in division problems (Beginning/Developing)
- Solve extended multiplication facts to hundreds times hundreds (Developing)
- Solve equal grouping and equal sharing number stories (Developing/Secure)

For more information, please visit <http://everydaymath.uchicago.edu/>

Social Studies

We seek to promote informed, responsible, and participatory citizens. In order to achieve civic competence, students will be provided a solid foundation in the areas of history, geography, economics, political science, and culture. The Scott Foresman Social Studies series guides daily instruction in the following content areas:

People in Communities

Chapter 3: People Move From Place to Place

- Moving to a New Community
- Learning New Customs
- Where Did They Come From?
- A New Life in America

Chapter 4: Celebrations

- Celebrations and Culture
- Celebrating a Community's Past
- Celebrations Across our Nation

History of Communities

Chapter 7: Communities and Their Histories

- Explorers Come to North America
- A Spanish Community
- A French Community
- An English Community

Chapter 8: Technology Changes Communities

- Transportation Over Time
- Communication Over Time
- Inventions Over Time
- Medicine Improves Over Time

Chapter 10: Making Goods

- Using Resources
- Depending on Others
- A World Trade

Chapter 12: Your Local Government

- Community Service
- Community Leaders
- State Government

Chicago and Riverside

- Chicago: An Urban Area
- The Great Chicago Fire
- History of Riverside/Riverside Walk

For more information, please visit www.sfsocialstudies.com

Science

We are committed to an integrated, hands-on, balanced approach to science education, which includes life, earth, physical, and environmental sciences. The Scott Foresman Science series guides daily science instruction in the following content areas:

Ecology – Changing Environments

- How can environments change?
- How do changes affect living?
- How do people affect plants and animals?
- What does the environment provide for people?

Matter

- What are objects made of?
- What are physical changes?
- What are chemical changes?

Changing Earth

- How do volcanoes and earthquakes change the earth?
- What landforms are on the earth's surface?
- How do water and wind change the earth's surface?
- How can living things affect the earth's surface?

Seed Plants

- What do roots, stems, and leaves do?
- What do flowers and cones do?
- How do plants grow from seeds?

Health Habits – Nutrition

- What are ways to stay healthy?
- What are germs?

For more information, please visit <http://www.sfscience.com/>

Physical Education

The goal of the physical education program is to improve physical fitness and skill levels, develop cooperative social skills, enhance positive learning experiences, and encourage a desire for life-long fitness. Students attend physical education class 2 days per week, and also participate in teacher-directed P.E. 3 days per week. Through a variety of experiences involving individual and team sports, rhythmic activities, fitness activities, and games, students will:

- Demonstrate all fundamental locomotor and non-locomotor movements using correct form
- Demonstrate the manipulative skills of tossing, catching, throwing, rolling, kicking, trapping, dribbling, and striking with developmentally appropriate form
- Combine locomotor movements with manipulative skills
- Identify and demonstrate spatial awareness in relationship to objects and people
- Define offense and defense in games, activities, or sports
- Demonstrate an understanding of personal and group safety
- Demonstrate ability to follow directions, rules, and procedures during physical activity
- Demonstrate the components of good sportsmanship
- Demonstrate ways to resolve conflict during physical activities
- Identify activities that will change your heart rate
- Identify activities that will improve health related fitness
- Discuss the benefits of physical activities
- Identify physiological effects that accompany moderate/vigorous physical activity
- Identify and demonstrate appropriate warm-up and cool-down activities
- Engage in sustained moderate/vigorous activity for longer periods of time that improves cardiovascular endurance, muscular strength, and flexibility
- Identify a health-related goal
- Perform the Presidential Fitness Testing to assess specific aspects of health related fitness

Art

The purpose of the art program is to improve creativity, enhance a positive learning experience, and to encourage a desire to embrace the area of art. Students attend art class once each week for 50 minutes. Through weekly art instruction, students will:

- Identify and be able to mix tints and shades of colors
- Name and use warm and cool colors in a composition
- Create texture in a composition using a variety of materials
- Use overlapping as a way to create depth in a drawing
- Show size and progression by using foreground, middle ground, and background
- Understand and use perspective to define space in an art work
- Investigate story, feelings, and ideas in a work of art
- Use a variety of drawing and painting tools
- Use basic hand building techniques to create a ceramic/clay sculpture
- Understand the use of glaze to finish a ceramics piece
- Create art from 3 sources: memory, observation, and imagination
- Express individual ideas, thoughts, and feelings in their art work
- Demonstrate hand/eye coordination when using tools and materials to create 2-D and 3-D works of art
- React to art work in a respectful manner
- Realize that the arts are used by individuals and societies both presently and in the past
- Describe how the arts play a part in everyday life
- Explore master works of art from past and present artists

Music

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Students attend music class twice a week for 30 minutes each. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing, and evaluating, students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Innate to the curriculum is a spiral effect where earlier concepts are reinforced and expanded.

Third Grade Music Curriculum

- Rhythm – sixteenth notes, dotted half note, meter in 3
- Melody – solfege fa and ti, major scale
- Harmony – rounds, canons, partner songs, counter melodies.
- Tone Color – wind instruments
- Form – rondo form
- Expressive Qualities: **style** –seasonal songs and celebrations for Veteran’s Day and programs/concerts, songs from other cultures, staccato and legato, **tempo** – largo, andante, allegro, presto, fine
- History/Appreciation - Ludwig van Beethoven, Rodgers and Hammerstein

Social/Emotional

Notes

The purpose of the social work classroom program is to engage students in activities that promote self-awareness, interpersonal skills, and responsible behavior. Thirty-minute lessons are administered monthly by the school social worker within the classroom setting. The following areas are addressed through story telling, artwork, role-play, and/or class discussion:

- Recognize individual and group similarities and differences
- Generate alternative solutions and evaluate their consequences for social situations
- Demonstrate the ability to respect the rights of self and others
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts
- Identify strengths of peers