

**Reading****Comprehension**

- Read fairly lengthy chapter books appropriate for grade three.
- Choose to read independently.
- Read and comprehend both fiction and nonfiction text.
- Predict and justify what will happen next in stories.
- Discuss “how”, “who”, and “what if” questions in order to interpret nonfiction texts.
- Describe new information gained from text in their own words and using graphic organizers.
- Create pictures in their mind to help understand text.
- Discuss similarities and differences in characters and events across stories.
- Interpret nonfiction; distinguish cause and effect, fact and opinion, main idea and supporting details.
- Use sentence structure, meaning, and visual cues as evidenced in reading third grade level text.
- Write an extended response to a comprehension question.
- Make predications and draw conclusions while reading.
- Gather information from graphics, illustrations and captions.
- Self-select reading materials that are appropriate.
- Make text-to-text connections, text-to-self connections, and text-to-word connections.
- Create meaning from text by making inferences and using context clues.
- Answer literal, inferential, and evaluative questions regarding a given text.

**Phonics**

- Identify and use high frequency word wall words.
- Use phonics skills to recognize new words.

**Fluency**

- Choose to read from a variety of text appropriate to their level
- Read in meaningful phrases with expression.
- Read accurately in a timed test.
- Correct own reading errors.
- Use cues to decode unknown words.

**Vocabulary**

- Use background knowledge or text to help understand unknown words.
- Use the dictionary or glossary to determine the meaning of unfamiliar words.

**Listening & Speaking**

- Participate in conversation with meaningful and focused questions and comments.
- Use new information and personal connections to support an opinion or statement.
- Develop good listening habits for a variety of purposes.

**Writing**

- Use the writing process to write 3-5 fully developed paragraphs using proper form (introduction, 2nd level support, details, examples, summary, conclusion)
- Use appropriate end marks, commas, and capitalization independently.
- Use stages of the writing process (pre-writing, drafting, revising, editing, and publishing) to develop paragraphs with focus, organization, elaboration and integration.
- Applies spelling patterns in their writing.
- Writes for a variety of purposes using appropriate grammar.

**Mathematics**

- Understand place value and number sense
- Read, write and compare whole large numbers
- Compare fractions of a region and identify fractions of set
- Show outcomes of probability experiments as a fraction
- Perform basic  $+$ ,  $-$ ,  $\times$ ,  $\div$
- Solve number stories using  $+$ ,  $-$ ,  $\times$ ,  $\div$
- Add and subtract multi-digit numbers with regrouping
- Use models, pictures and tables to solve problems and explain their thinking
- Measure line segment in inches and centimeters (say fractional amount)
- Find perimeter and area of polygons
- Count combination of bills and coins and write total in dollars and cents.
- Tell and show time to nearest minutes.
- Identify and draw lines, rays and segments
- Identify and draw intersecting and parallel lines
- Identify symmetric and congruent figures
- Identify and name parts of three dimensional figures
- Make and read bar graphs
- Read line graphs
- Analyze the results of probability experiments. Show the results as a fraction
- Solve "What's My Rule" and frames and arrows problems.
- Finds equivalent names for numbers
- Identify number patterns

## Science

### Understand the Scientific Method

- Describe something they have observed.
- Ask questions about an observed event.
- Take notes about something they have observed.
- Compare observations from themselves and others.
- Draw conclusion from observations and data.

### Life Cycles

- Identify the life cycles of plants and animals and list characteristics of each.
- Compare how young plants or animals are similar or different from the parent and list characteristics of each.
- Describe the food chain and how it affects the life cycle of living things.

### Careers

- Inquire about careers that are available in the field of science.
- Identify key figures in the field of science.
- Explain the importance of scientific inventions.
- Give example of how scientists have advanced our knowledge.
- Research how technology affects everyday life and what life might be like without technology.

### Recycling

- Explain the importance of recycling.
- Give examples of ways to recycle.
- Describe the difference between renewable and non-renewable resources and explain why item fits by category.
- Describe the difference between biodegradable and non-biodegradable material.
- Explain why biodegradable materials benefit our community.

**Energy Forces**

- Explain ways that simple machines make doing work easier.
- Design a simple machine.
- Create possible solutions when given a design problem of a simple machine.
- Experiment with a simple machine.
- Test and record results from an experiment.
- Demonstrate the properties of magnets.
- Show how simple machines can be combined to make a more complex machine.

**Natural Disasters**

- Explain the differences/similarities between earthquakes, volcanoes, weathering and erosion.
- Explain the impact earthquakes, volcanoes, weathering and erosion have on the Earth.

**Social Studies****Explorers**

- Construct a timeline of explorers throughout history.
- Determine how explorers helped change our society.
- Explain the choices people made to survive and improve their lives in the past.
- Explain how explorers manipulate the environment to survive their expeditions.
- Compare our explorer's lives with current lives.
- Explain how trade was important to European countries and how it affected European lives.

**Geography**

- Locate our community, Illinois, United States and North America in relationship to other places on the globe.
- Identify how people use tools/machines to change the physical and human environment.
- Read and interpret a map using the title, scale, legend and key.
- Explain the changes in a community over time.
- Look at a map and predict how land might be used based on natural resources.

**Ancient Civilizations**

- Identify characteristics of the culture of Ancient Egypt, Medieval Times and the Renaissance.
- Explain the different economic systems in the different time periods
- Identify the leadership roles of Pharaohs, Nobles, Courts, Dukes, King Tut, and King Arthur.
- Discuss the contributions made from Ancient Egypt, Medieval Times and the Renaissance.

**Technology**

- Demonstrate proficiency in using word processor software.
- Create a written document using a word processor (minimum of 3 paragraphs).
- Create a written document that aligns with the writing rubric.
- Modify and edit a document.
- Open a saved document and print.
- Use the internet to research a topic using search engines and sites provided by the teacher.
- Create a presentation of at least 6 slides which includes text and graphics. Slides will each have at least three accurate facts with no spelling, punctuation or grammar errors.

**Music**

- Learn the following concepts and demonstrate them in music activities;
  - Rhythm: steady beat, duration, and meter
  - Melody: upward/downward with intervals and note reading
  - Harmony: types of harmony
  - Tone color: vocal and instrumental tone color
  - Form: phrases and form of AB, ABA and Rondo
  - Expressive qualities: tempo and dynamics
- Sing or play selected numbers representing world cultures and themes.

**Physical Education**

- Develop and demonstrate age appropriate skills in team and individual activities and sports.
- Demonstrate knowledge of rules and safety.
- Develop age consistent physical fitness.
- Demonstrate improvement from fall to spring in running speed and endurance, pull ups and abdominal strength.
- Develop and display sportsmanship and teamwork.

**Health**

- Describe good hygiene habits and follow them daily.
- Identify and explain the importance of traffic signs.
- Understand human body systems and factors that influence growth and development.
- Recognize when to use health-related services within the community.

**Social Skills/Behavior**

- Students learn and are expected to demonstrate important personal and social characteristics. The six main categories of skills are outlined in the six pillars of Character Counts.
  - 1.) Respect
  - 2.) Responsibility
  - 3.) Caring
  - 4.) Citizenship
  - 5.) Trustworthiness
  - 6.) Fairness

**Testing and Assessment****ISAT**

- All third through eighth graders in Illinois are given a state assessment to assess Reading and Mathematics skills as they relate to the State Learning Standards. Fourth and seventh grade students are also assessed in the Illinois State Science Standards.

**ITBS**

- All second through ninth grade students take the ITBS in the spring. The ITBS is a nationally normed test which allows us to compare students' achievement levels to a national norm.

**Math Assessments**

- All kindergarten through sixth grade students take an Everyday Math Assessment at the end of each quarter. This assessment tests the secure goals for each quarter.

**Reading Assessments**

- All Kindergarten through sixth grade students' reading skills are assessed throughout the school year. Teachers use results to analyze strengths and weaknesses and plan for instruction.