

Las Lomas School

Curriculum Guide for Third Grade Parents

Las Lomas School has traditionally maintained a comprehensive course of study for all students. In recent years the State of California has developed content standards in the areas of mathematics, English-language arts, science, and history-social sciences designed to bring our state's public schools "on par with those in the best educational systems in others states and nations". As we have reviewed and updated our curriculum in the main academic areas, we have adopted the state standards as the core of our academic program, K-8.

Las Lomas School has traditionally encouraged and supported teachers to implement curriculum using a variety of instructional strategies designed to meet the needs of each student. Each teacher's strengths and expertise are recognized and valued as the means and methods for delivering a quality education to every child. While the content standards describe what to teach, they are not intended to define how to teach. Teachers interpret and adapt the curriculum to reach all students through differentiated instruction.

Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences or other conferences; select reading and writing materials for the home; and shape your visits to public libraries and other places of interest. This curriculum guide is intended to inform parents of what third graders need to know and be able to do by the **end** of third grade.

Websites

To obtain additional information about State of California standards, and curriculum instruction visit the following California Department of Education websites:

CDE	www.cde.ca.gov
Mathematics	www.cde.ca.gov/cdepress/standards-pdfs/mathematics.pdf
Science	www.cde.ca.gov/cdepress/standards-pdfs/science.pdf
History-Social Science	www.cde.ca.gov/cdepress/Hist_SocSci_Stnd.pdf
Reading/Language Arts	www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf
Visual/Performing Arts	www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf
Physical Education	www.cde.ca.gov/cfir/pe/
Las Lomas District	www.llesd.org/



English-Language Arts

The English-Language Arts Standards for California Public Schools Introduction states:

- *The ability to communicate well -to read, write, listen, and speak- runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.*
- *The English-language arts standards are organized into four sections.*

The faculty of Las Lomas School is committed to continually improving instruction and is currently participating in The Literacy Collaborative developed at The Ohio State University. This comprehensive program provides ongoing, site-based support to help teachers deliver the highest quality early literacy instruction. Two teachers at Las Lomas have been trained to coach their peers and provide support by observing in classrooms, providing demonstration lessons, and helping one another achieve their professional goals. In addition, all teachers are trained in assessment of student learning to inform and improve instruction. Data are collected schoolwide and analyzed by the faculty.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading, select letter patterns, know how to translate them into spoken language using phonics, syllabication, word parts. They apply knowledge to achieve fluent oral/silent reading.

Decoding and Word Recognition

- 1.1 Know/use complex word families when reading, decode unfamiliar words
- 1.2 Decode regular multisyllabic words
- 1.3 Read text aloud with appropriate pacing, intonation and expression

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms/synonyms/homophones/homographs to determine meaning of words
- 1.5 Explain relations of grade-appropriate words (e.g., dog, mammal, animal/living thing)
- 1.6 Use sentence/word context to find meaning of unknown words
- 1.7 Use dictionary to learn meaning/other features of unknown words
- 1.8 Use knowledge of prefixes/suffixes to determine meaning of words

2.0 Reading Comprehension

Students read/understand grade-level appropriate material and draw upon a variety of comprehension strategies (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to regular school reading, by grade four students read one-half million words annually. In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables or contents, chapter heading, glossaries, and indexes to locate information in text

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Ask questions/support answers by using prior knowledge with information in/inferred from text
- 2.3 Demonstrate comprehension by identifying answers in text
- 2.4 Recall major points in text, make/modify predictions
- 2.5 Distinguish main idea/supporting details in expository text
- 2.6 Extract appropriate/significant information from text, including problems/solutions
- 2.7 Follow simple multiple-step written instructions

3.0 Literary Response and Analysis

Structural Features of Literature

- 3.1 Distinguish common forms of literature

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, etc. from around the world
- 3.3 Determine what characters are like by what they say/do and how author/illustrator portrays them
- 3.4 Determine underlying theme or author's message in fiction/nonfiction text
- 3.5 Recognize similarities of sounds in words and rhythmic patterns (e.g. alliteration, onomatopoeia)
- 3.6 Identify the speaker or narrator in selection

Writing

1.0 Writing Strategies

Students write clear, coherent sentences/paragraphs to develop central idea and they consider audience/purpose. Students progress through writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and focus, penmanship, research, evaluation and revision

- 1.1 Create a single paragraph: develop topic sentence, include simple supporting facts/details
- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing
- 1.3 Understand structure/organization of various reference materials
- 1.4 Revise drafts to improve coherence/logical progression of ideas by using an established rubric

2.0 Writing Applications

Students write compositions that describe and explain familiar objects, events, and experiences.

- 2.1 Write narratives: provide context, include well-chosen details, provide insight into why selected incident is memorable
- 2.2 Write descriptions that use concrete sensory details to present/support impressions
- 2.3 Write personal/formal letters/thank-yous/invitations: show awareness of audience, establish purpose/content; include date proper salutation, body, closing, signature

Written and Oral English Language Conventions

Sentences structure, grammar, punctuation, capitalization, and spelling

- 1.1 Understand/use complete/correct declarative/interrogative/imperative/exclamatory sentences
- 1.1 Identify subjects/verbs that are in agreement; identify/use pronouns, adjectives, compound words, articles correctly
- 1.2 Identify/use past, present, future verb tenses properly
- 1.3 Identify/use subjects and verbs correctly
- 1.1 Punctuate dates, city and state, and titles of books correctly
- 1.2 Use commas in dates, locations, addresses, items in a series
- 1.3 Capitalize geographical names, holidays, historical period, special events correctly
- 1.4 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming plural), and common homophones
- 1.5 Arrange words in alphabetical order

Listening and Speaking Strategies

Students listen critically/respond appropriately to oral communication. They speak in manner that guides the listener to understand important ideas using proper phrasing, pitch, modulation.

Comprehension, organization of delivery, analysis/evaluation of oral media communications

- 1.1 Retell, paraphrase, explain what has been said by a speaker
- 1.2 Connect/relate prior experience, insights, ideas to those of a speaker
- 1.3 Respond to questions with appropriate elaboration
- 1.4 Identify musical elements of literary language (e.g., rhymes, repeated sounds)
- 1.5 Organize ideas chronologically or around major points of information
- 1.6 Provide beginning, middle, end, including concrete details to develop central idea
- 1.7 Use clear, specific vocabulary to communicate ideas and establish tone
- 1.8 Clarify/enhance oral presentations through use of appropriate props
- 1.9 Read prose/poetry aloud with fluency/rhythm/pace using appropriate intonation/vocal patterns
- 1.10 Compare ideas/points of view expressed in broadcast/print media
- 1.11 Distinguish between speaker's opinions and verifiable facts

Students deliver brief, organized recitations and oral presentations about familiar experiences or interests.

- 2.1 Make brief narrative presentations: provide context for an incident, insight into why incident memorable, include details to develop character, setting, plot
- 2.2 Plan/present dramatic interpretations of experience, stories, poems, plays
- 2.3 Make descriptive presentations that use concrete sensory details

Adopted program: *SRA Open Court Reading*, McGraw-Hill, 2002. Program includes reading, writing, grammar, and spelling. Website: www.sra-4kids.com

Additional resources/support: Literacy Collaborative approach from Ohio State University, Step-Up-To-Writing, Language Lab, Reading Specialists

Mathematics

The Mathematics Content Standards for California Public Schools Introduction states:

- *Proficiency in most of mathematics is not an innate characteristic; it is achieved through persistence, effort, and practice.*
- *Students require a strong foundation in basic skills. All students must be able to add, subtract, multiply, and divide easily.*

Content standards for mathematics at grade three generalize into the following expectations:

- *By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, describe objects in space. They use patterns to help solve problems, represent number relationships and conduct simple probability experiments.*
- *Mathematics content standard are organized into five strands.*

Number Sense

1.0 Students understand the place value of whole numbers:

- 1.1 Count, read, and write whole numbers to 10,000
- 1.2 Compare and order whole numbers to 10,000
- 1.3 Identify the place value for each digit in numbers to 10,000
- 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand
- 1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$)

2.0 Students calculate/solve problems using addition/subtraction/multiplication/division:

- 2.1 Find the sum or difference of two whole numbers between 0 and 10,000
- 2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10
- 2.3 Use inverse relationship of multiplication and division to compute and check results
- 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers
- 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number
- 2.6 Understand the special properties of 0 and 1 in multiplication and division
- 2.7 Determine the unit cost when given the total cost and number of units
- 2.8 Solve problems that require two or more of the skills mentioned above

3.0 Students understand relationship between whole numbers, simple fractions, decimals:

- 3.1 Compare fractions represented by drawings/concrete materials to show equivalency, to add/subtract simple fractions in context
- 3.2 Add and subtract simple fractions
- 3.3 Solve problems that add/subtract/multiply/divide money amounts in decimal notation; multiply and divide money amounts in decimal notation using whole-number multipliers and divisors
- 3.4 Know/understand that fractions and decimals are different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar)

Algebra and Functions

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

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

2.0 Students represent simple functional relationships:

- 2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find total cost of multiple items given cost per unit)
- 2.2 Extend/recognize a linear pattern by its rules (e.g., number of legs on a given number of horses calculated by counting by 4s or multiplying horses by 4)

Measurement and Geometry

1.0 Students choose/use appropriate units/tools to quantify properties of objects:

- 1.1 Choose appropriate tools and units; estimate/measure length, liquid volume, weight
- 1.2 Estimate or determine area and volume of solid by covering them with squares or by counting number of cubes that would fill them
- 1.3 Find perimeter of polygon with integer sides
- 1.4 Carry out simple unit conversions within system of measurement (e.g., hours and minutes)

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

- 2.1 Identify, describe, and classify polygons (including pentagons, hexagons, octagons)
- 2.2 Identify attributes of triangles (e.g., two equal sides for isosceles)
- 2.3 Identify attributes of quadrilaterals (e.g., parallel sides for parallelogram)
- 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle
- 2.5 Identify, describe, and classify common three-dimensional geometric objects
- 2.6 Identify common solid objects as the components needed to make a more complex solid object

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments and make simple predictions:

- 1.1 Identify whether common events are certain, likely, or improbable
- 1.2 Record outcomes for simple event, keep track of outcomes when event repeated many times
- 1.3 Summarize/display results of probability experiments in clear/organized way
- 1.4 Use results of probability experiments to predict future events

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

- 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing/prioritizing information, and observing patterns
- 1.2 Determine when and how to break a problem into simpler parts

2.0 Students use strategies, skills, and concepts in finding solutions:

- 2.1 Use estimation to verify the reasonableness of calculated results
- 2.2 Apply strategies and results from simpler problems to more complex problems
- 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning
- 2.4 Express the solution clearly/logically
- 2.5 Indicate relative advantages of exact and approximate solutions to problems
- 2.6 Make precise calculations and check validity of results from context of problem

3.0 Students move beyond a particular problem by generalizing to other situations:

- 3.1 Evaluate reasonableness of solution in context to original situation
- 3.2 Note method of deriving solutions and demonstrate conceptual understanding of derivation by solving similar problems
- 3.3 Develop generalizations of results obtained and apply in other circumstances

Adopted text: *Houghton Mifflin Mathematics*, California Edition, 2002.

Websites: www.eduplace.com/math/

Additional material/resources may include: manipulatives and other math materials, math lab

Science

The Science Content Standards for California Public Schools Introduction states:

- *...the content of science education includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century.*
- *The Investigation and Experimentation standards should be integral to, and directly and specifically support, the teaching of content strands and disciplines.*

Physical Sciences

1. Energy and matter have multiple forms and can be changed from one form to another
2. Light has a source and travels in a direction

Life Sciences

3. Adaptations in structure/behavior may improve organism's chance for survival

Earth Sciences

4. Objects in the sky move in regular and predictable patterns

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations.

Adopted program: *FOSS* [Full Option Science System], Delta 2006. Developed by the Lawrence Hall of Science, UC Berkeley

Websites: www.fossweb.com
www.deltaeducation.com

Additional resources may include: *GEMS* units

History-Social Science

The History-Social Science Standards for California Public Schools Introduction states:

- *These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship."*
- *Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including study of American Indians, subsequent arrival of immigrants, and impact they have had in forming the character of our contemporary society.*

- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- 3.2 Students describe American Indian nations in local region long ago and recent past.
- 3.3 Students draw from historical/community resources to organize sequence of local historical events and describe how each period of settlement left its mark on the land.
- 3.4 Students understand role of rules/laws in our daily lives and the basic structure of the U.S. government.
- 3.5 Students demonstrate basic economic reasoning skills and understanding of the economy of the local region.

Adopted text: *Harcourt Reflections for California*, 2006, Harcourt School Publishers

Website: www.harcourtschool.com/hss

Additional support/resources may include: simulations

Visual and Performing Arts

The Visual and Performing Arts Standards for California Public Schools Introduction states:

- *Dance, music, theatre, and the visual arts have endured in all cultures throughout the ages as a universal basic language. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination.*
- *Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline.*
- *Academic rigor is a basic characteristic of a comprehensive education in the arts, including: learning through active practice, reading about the arts and artists, researching, writing, and communicating about the arts, reflecting on the arts, and participating in arts criticism.*
- *Another goal is to help students make connections between concepts in all of the arts and across subject areas.*

The main areas of focus in each area of dance, music, theatre, and visual arts include:

- 1.0 Artistic Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

Physical Education

The Physical Education Department of the Las Lomas Elementary School District provides a sequential, progressive curriculum to help students develop a life long commitment to their own physical well-being, health, and personal fitness. The newly adopted LLESD Standards are based on National and State Standards. A complete copy of this document is available through the school or district office. The major physical education goals for all students are:

- *Students develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.*
- *Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities.*
- *Students develop appropriate behaviors by working independently and with others during planned physical activity.*

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| Standard 1 | Movement Activities |
| Standard 2 | Understand how and why one moves in a variety of situations |
| Standard 3 | Achieve and maintain a health-enhancing level of physical fitness |
| Standard 4 | Exhibit physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression |
| Standard 5 | Demonstrate responsible personal behavior while participating in movement activities |
| Standard 6 | Demonstrate responsible social behavior while participating in movement activities; understand importance of respect for others |
| Standard 7 | Understand the interrelationship between history and culture, and games, sports, play, and dance |

Technology

The goal of the Las Lomas Elementary School District is to support and enhance classroom instruction through the judicious use of technology, incorporating technology into the curriculum and teaching basic computer literacy skills appropriate at each grade level and developmental level. Grade level objectives can be found on the LLESD website under Tech Services/Tech Plan.

Third Grade Objectives:

- 1.0 Build computer operational skills
- 2.0 Have experience on the Internet
- 3.0 Have experience in word processing using 'Word'
- 4.0 Work with audio-visual equipment
- 5.0 Use productivity tools such as 'Word' and KidPix
- 6.0 Use curriculum related software programs