

2010-2011 Otsego Public Schools

"Linking Students to the World"



Third Grade Curriculum Overview for Parents

Mission Statement

The Otsego Public Schools will provide a challenging academic experience in a safe environment, develop individual talents, promote unity among a diverse student population and create partnerships within the community.

A Parent Guide to Grade Level Content Expectations Michigan Sets High Academic Standards --for ALL

This booklet is a part of Michigan's Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) provides similar booklets for families of children in kindergarten, first and second grade.

Teacher versions of the Grade Level Content Expectations are finished for kindergarten through eighth grades. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state's grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit www.michigan.gov/mde and click on "**K-12 Curriculum.**"

English Language Arts

Third Grade English Language Arts is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

Glossary Terms

Words that have asterisks (*) are defined in the Glossary located in the back of this booklet.

By the end of Third Grade, your child should know and be able to do the following:

Reading

Word Recognition and Word Study

- Use letter and word clues to recognize words.
- Easily recognize frequently encountered words.
- Use the sentences and words surrounding an unknown word to understand its meaning.

- Know the meaning of words third graders often see.
- Use strategies to construct meaning.
- Self correct and use fix-up strategies if a word doesn't sound right or make sense while reading.
- Automatically read words third graders often see.
- Read aloud using expression, punctuation cues and tone of voice.
- Sequence events and draw logical and supported conclusions from passages.
- Read to understand text by identifying and utilizing appropriate reading strategies (decoding, vocabulary, context clues, and questioning).
- Read to determine cause and effect relationships in expository or narrative texts.

Narrative Text (Fiction)

- Describe how characters in literature express feelings about one another.
- Identify and describe a variety of narrative genre like folktales, fables and realistic fiction.
- Identify and describe:
 - Characters' thoughts
 - Story theme*
 - Main idea
 - Lesson/moral
- Explain how authors use literary devices to:
 - Develop a story theme
 - Describe a setting



Informational Text (Non-fiction)

- Identify and describe a variety of informational genre, such as textbooks, encyclopedias, and magazines.
- Discuss informational text patterns:
 - Problem/solution
 - Sequence
 - Compare/contrast
 - Description
- Explain how authors and illustrators use text features to help readers understand ideas:
 - Title
 - Heading and subheading
 - Time lines
 - Preface
 - Index
 - Table of contents

Comprehension

- Connect personal knowledge and experience to themes* and ideas in texts.
- Retell story elements* with details.
- Use and apply what has been read in Science and Social Studies texts when reading.

Metacognition*

- Know when they do or do not understand what they are reading.
- Know when to use strategies to increase their understanding of texts:
 - Predicting
 - Making mental pictures
 - Questioning
 - Rereading
 - Inferring*
 - Summarizing*
 - Graphic organizers*

Critical Standards*

- With help from the teacher, begin to know how to measure the quality of their own work and the work of others.

Reading Attitude

- Be enthusiastic about reading and learning how to read.
- Choose to read and write on his/her own.

Writing

- Write narrative (expressive), persuasive, and descriptive (imaginative) paragraphs, taking the pieces through the entire writing process.
- Develop, discuss and use rubrics to self-assess, with teacher guidance, the accuracy and quality of written work.
- Write a narrative piece that includes personification*, setting, and develops the character.
- Write poetry based on reading a variety of grade-level poetry.
- Write a report with title, heading, subheading, and a table of contents.
- Use the steps in the writing process to produce and present a research project.

Writing Process

- Think about the purpose, audience, and the author's styles when writing narrative and informational text.
- Write sentences of varying lengths and patterns.
- Create a mood when drafting a story.
- Revise, edit, and proofread their writing using resources such as dictionary, spell check, and writing reference books.

Personal Style

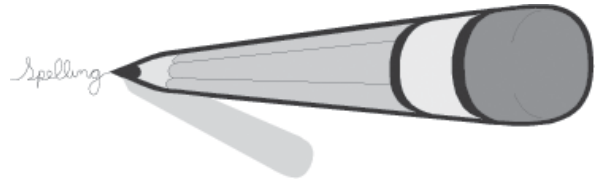
Express own personal style or individuality when writing.

Grammar and Usage

- Write with complete sentences using:
 - Subject and verb agreement
 - Past tense
 - Nouns as possessive nouns*
 - Commas in a series
 - Quotation marks and capitalization in dialogue

Spelling

- Spell frequently used words correctly.
- Use the following word cues and resources found in the classroom to spell words:
 - Letter/sound
 - Word families
 - Word walls
 - Word lists
 - Dictionaries
 - Spell checkers



Handwriting

- Write the cursive* alphabet.

Writing Attitude

- Be enthusiastic to learn and practice writing.

Speaking

Conventions*

- Use correct verb tenses to express the past, present and future.
- Change language to fit the audience and purpose.
- Emphasize key words.
- Vary the speed of speaking and tone of voice for effect.
- Make presentations using Standard English*.
- Provide examples of language differences from neighborhood to neighborhood among different cultures.

Spoken Discourse*

Speaking loudly and clearly in complete sentences, your child will . . .

- Participate in meaningful conversations with their peers.
- Be able to discuss books and articles to explain why they are worthwhile or relevant.
- Be able to respond to multiple texts by reflecting, making connections, taking a position, and sharing understandings.
- Plan and deliver presentations that are organized and include facts, details, and a change in the pace for effect.

Listening and Viewing

Conventions*

- Listen carefully and answer questions with appropriate detail.
- Tell the difference between verbal and non-verbal strategies and how they improve understanding of the spoken message.
- Be aware of the role the media plays in focusing our attention on events and opinions.

Response

- Listen to, or view and discuss a variety of genre and compare their responses.
- Select, listen to, view and discuss classic and contemporary texts.
- Make connections, take a position, and share understandings between multiple texts.
- Retell, explain, and relate a speaker's message to personal experience.

English Language Arts Glossary Terms

- **Context clues** - hints from the surrounding words, phrases or sentences about the unknown word
- **Conventions** - the rules about how words and language work when speaking or writing
- **Critical standard** - the high level of quality students must be able to recognize, to determine if their work will meet expectations
- **Cursive** - a style of handwriting in which the letters in a word are connected
- **Genre** - a category used to describe different kinds of texts, such as folktales, fables, and realistic fiction
- **Graphic organizer**- a form or pattern that is used to organize information
- **Inference** - a logical guess based on clues in the text and on the reader's own knowledge and common sense

- **Metacognition** - the process of thinking about one's own thinking. Example: Being able to know when they do or do not understand what they are reading
- **Metaphor/simile** - figures of speech in which two things or ideas are compared. Metaphors compare two things in such a way as to imply that one is another. *The fog is a **wet** blanket.* Similies use words such as "like" or "as" to compare. *The fog is like a blanket.*
- **Personification** - a type of figurative language in which human qualities are given to animals, nonliving things, or ideas. Example: The toys in the baby's room begged us to play with them.
- **Possessive noun** - a word that shows ownership. *The dog's collar is too tight.* Dog's is the possessive noun. It tells you the collar belongs to the dog.
- **Rubic** - a scoring guide to assess student performance.
- **Standard English** - the form of English widely accepted as being clear and understood.
- **Story elements** - include main characters, setting, problem, major events, resolution, and theme
- **Story map** - chart used to outline details describing story elements
- **Summarize** - to tell the important information in a selection and include the important details that support the main idea
- **Theme** - the central idea or message in a piece of writing
- **Venn diagram** - a chart with overlapping circles, used to compare and contrast
- **Web** - a form or pattern resembling a web that is used to organize information
- **Writing genre** - a category used to describe different kinds of writing, such as poetry, fiction, magazine article, etc.

The Six Traits of Good Writing

Good examples of writing should include the following traits:

- Ideas: Main Idea, Clarifying Ideas, Focused
- Organization: Beginning, Middle, and End
- Voice: Personality, Perspective, Energy and Enthusiasm
- Word Choice: Concise, Readable, Interesting
- Fluency: Smooth, Expressive, Good Transitions, Variety of Sentences
- Conventions: Spelling, Grammar, Punctuation

5 Step Writing Process

Pre-Writing

- Brainstorm
- Graphic Organizers

Rough Draft

- Express Ideas

Revise

- Expand on Ideas
- Vary Sentence Length

Edit

- Use Teacher and Peer Conferencing
- Check for Capitals, Punctuation, Spelling and Grammar

Publish

- Final Copy

Mathematics

In the following areas of math, by the end of Third Grade, your child should know and be able to do the following:

Math Facts

- Master multiplication facts up to 10×10 .
- Introduce and practice division facts up to $100/10$.
- Complete multiplication and division fact families.

Number and Number Operations

- Read, write, order and determine place value in a five-digit number.
- Recognize and use expanded notation for numbers using place value to 10,000s.
- Use place value to represent whole numbers and decimals (tenths and hundredths) using a variety of strategies.
- Complete and extend open number sentences.
- Count orally by 6's, 7's, 8's and 9's starting with 0, making the connection between repeated addition and multiplication.
- Know that even numbers end in 0, 2, 4, 6, or 8.

Add and Subtract Whole Numbers

- Add and subtract fluently two numbers: up to and including two-digit numbers with regrouping and up to four-digit numbers without regrouping.
- Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.
- Use mental strategies to fluently add and subtract two-digit numbers.

Multiply and Divide Whole Numbers

- Model, explain and record multiplication and division in a variety of ways.
- Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10 (for example, 500×6).

Fractions and Decimals

- Identify part to whole relationships in fractions.
- Use the terms “numerator” and “denominator”.
- Recognize, name and use equivalent fractions with denominators 2, 4, and 8.
- Understand that any fraction can be written as a sum of unit fractions (for example, $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).
- Recognize that fractions with equal denominators can be added or subtracted.

Problem Solving

- Decide and explain which method of computation is appropriate to solve a problem.
- Write, solve and explain multi-step story problems.
- Solve problems using the calculator.
- Compare variables (i.e. height compared to distance)

Geometry

- Identify points, line segments, lines and distance.
- Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.
- Identify parallel faces of rectangular prisms, in familiar shapes and in the classroom.
- Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes (form a rectangle using two congruent right triangles).
- Sketch and explore common three-dimensional shapes.
- Identify, describe, build and classify familiar three-dimensional solids — cube, rectangular prism, sphere, pyramid, cone — using the terms: faces, surfaces, bases, edges, vertices.

Science

In the following areas of science, by the end of third grade, your child should know and be able to do the following:

Life Science

- Describe the life cycle of a plant (seed, plant, flower, fruit).
- Compare and contrast food, energy, and environmental needs of organisms.
- Explain functions of selected seed plant parts.
- Give evidence that characteristics are passed from parent to young in plants.

Physical Science

- Describe and compare the motions of two objects (using speed and direction).
- Explain how forces (pushes and pulls) are needed to speed up, slow down, stop, or change direction of a moving object.
- Describe patterns of interaction of magnetic materials with other magnetic and non-magnetic materials. (poles, attract, repel).
- Identify and use simple machines and describe how they change effort.
- Manipulate simple mechanical devices and explain how their parts work together.
- Construct simple, useful electrical circuits.
- Describe possible electrical hazards to be avoided at home and at school.

Data and Probability

- Find and name locations on a grid.
- Locate and describe objects using positional terms.
- Collect and organize data.
- Construct, read and interpret graphs.
- Identify what data is needed to solve a problem.
- Explain and justify conclusions from data in a table or graph.



Earth Science

- Describe major features of the earth's surface.
- Recognize and describe different types of earth materials.
- Describe natural changes in the earth's surface.
- Explain how rocks and fossils are used to understand the history of the earth.
- Describe uses of materials taken from the earth.
- Compare and contrast characteristics of the sun, moon and earth.
- Describe the motion of the earth around the sun and the moon around the earth.



Social Studies

In the following areas of Social Studies, by the end of third grade, your child should know and be able to do the following:

Civics

- Describe the role of local government and identify its responsibilities
- Identify and explain the Core Democratic Values

Economics

- Describe and demonstrate how supply and demand work, and how it relates to individual lives
- Distinguish between producers and consumers

U.S. History and Geography

- Identify the 5 different regions of the United States
- Describe and compare the characteristics of the regions of the United States in relation to history, physical geography and specific sites
- Describe, compare and explain the locations and characteristics of places, cultures, and settlements

Inquiry

- Acquire, present, and analyze information from maps

Decision Making

- Analyze public issues
- Identify people who have made policy changes in the past

What You Can Do to Help Your Child Learn

Language Arts

- Read stories and informational text with your child and discuss what you have read.
- Retell stories to one another.
- Write books and keep diaries.
- Write letters to friends and relatives.
- Encourage public speaking.

Mathematics

- Practice basic addition, subtraction and multiplication facts with your child daily.
- Develop homework routines.
- Estimate size and numbers.
- Provide real experiences with money.

Science

- Talk about science that happens in every day life.
- Explore the outdoors.
- Discuss chemical and physical changes.
- Explore the five senses, textures.
- Conduct simple experiments.

Social Studies

- Discuss events and explain when and where they occurred.
- Perform volunteer work with your child.
- Read and create maps and find directions.
- Explore historical events and family history.
- Visit museums.
- View educational programs.
- Read the newspaper together.

Otsego Public Schools

Administration Office	400 Sherwood Street, Otsego, MI 49078	(269) 692-6066
Otsego Middle School	540 Washington Street, Otsego, MI 49078	(269) 692-6199
Otsego High School	550 Washington Street, Otsego, MI 49078	(269) 692-6166
Alamo Elementary	8184 N. 6th Street, Kalamazoo, MI 49009	(269) 692-6150
Washington Street Elementary	538 Washington Street, Otsego, MI 49078	(269) 692-6069
Dix Street Elementary	503 Dix Street, Otsego, MI 49078	(269) 692-6099