

TECHNOLOGY

The student understands and uses technology to gather information and problem solve

- Develops word processing/keyboarding skills
- Researches information for use in multimedia projects
- Uses Internet search engines with teacher direction
- Knows and models Central Valley School District technology guidelines
- Uses available computer software programs
- Practices Internet Safety

ART

The student understands and applies arts knowledge and skills

- Recognizes the seven elements of art (color, form, line, shape, space, texture, value)
- Recognizes the seven principles of art (balance, emphasis, harmony, rhythm and movement, proportion, unity, variety)
- Creates a balanced composition
- Uses reflective strategies and criteria to critique art
- Applies thinking skills during the artistic process
- Communicates through art in a variety of mediums
- Makes connections within and across the arts, to life, cultures, work, and other disciplines

MUSIC

The student understands and applies music knowledge and skills

- Reads, writes and creates using expanded choices of rhythms
- Demonstrates an understanding and use of crescendo (louder) and decrescendo (softer)
- Identifies and performs simple musical forms
- Identifies and uses musical notation
- Discriminates between unison and harmony
- Recognizes rhythmic sets of twos and threes

CHARACTERISTICS OF A SUCCESSFUL

LEARNER

- Respects others
- Respects those in positions of supervision
- Accepts responsibility for choices and behaviors
- Works cooperatively with others
- Follows classroom and school rules
- Follows directions
- Uses independent time effectively
- Actively participates
- Completes work on time
- Work is done neatly
- Demonstrates good organization skills
- Meets homework requirements
- Comes to class prepared

Educating a child is a responsibility shared by the student, school, family and community. As a parent, you can play an important role in the educational success of your child. The Third Grade Frameworks is a tool created to help you to better understand what your child is expected to learn at each grade level. These Frameworks form the foundation for student learning in the Central Valley School District.

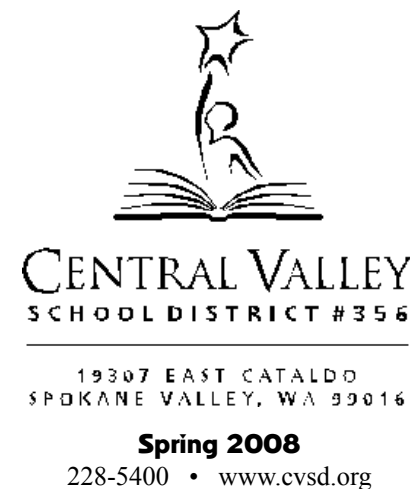
READING

The student understands and uses different skills and strategies to read

- Applies phonics skills to read (sounding out, letter patterns, blends, multi-syllabic words, word families...)
- Uses context clues and self-correction
- Reads fluently and with expression
- Reads grade level sight words

The student understands the meaning of what is read

- Applies comprehension-monitoring strategies before, during and after reading
- Applies vocabulary strategies to comprehend text (prefixes, suffixes, abbreviations...)
- Summarizes and restates information from a text
- Understands how to infer and predict while reading
- Understands and analyzes information from a variety of text (fact/opinion, cause/effect, compare/contrast)
- Reads and identifies a variety of genres (biography, fiction, non-fiction, poetry)
- Identifies story elements (character, setting, problem, solution)
- Builds vocabulary through wide range of reading
- Develops meaning by asking questions, rereading, visualizing, and analyzing story elements
- Understands and demonstrates author's style and purpose for writing
- Demonstrates an understanding of literary elements (metaphors, similes, etc.)



The student reads different materials for a variety of purposes

- Reads to gain information
- Understands sequence in informational/expository text and literacy/narrative text
- Uses information from tables, maps, charts, and graphs to increase understanding of text
- Applies reference skills to determine word meaning (use of glossaries, dictionaries)
- Understands a variety of functional documents
- Reads to solve a problem
- Selects appropriate texts according to individual reading level
- Restates and correctly responds to multi-step directions
- Reads instructions to perform a task

WRITING

The student understands and uses a writing process

- Prewrites — independently uses prewriting strategies/graphic organizers to brainstorm and organize ideas
- Drafts — groups ideas into paragraphs and sequences paragraphs in logical order independently
- Revises — rereads and modifies work (change, add, delete) to improve writing
- Edits — uses checklists and references for conventions; independently checks writing for accuracy, detail and clarity
- Publishes — produces a variety of neat, legible final products, sometimes with technology; shares with audience

The student writes clearly and effectively

Content (focus, ideas, message)

- Topic is focused, clear and maintained throughout
- Writing is organized around a central idea and elaborated using complete detailed sentences
- Writes in a variety of modes (narrative, expository/informational and genres: friendly letter, procedural, poetry) and response to reading
- Message is clear

Organization (introduction, middle, transitions, conclusion)

- Demonstrates logical sequence of ideas or information
- Writes paragraphs that include a topic sentence, supporting details and concluding sentence
- Transitions (e.g. *therefore*, *next*, *in conclusion*) serve to show and/or signal connected events or thoughts

Style (word choice, sentence fluency, voice)

- Uses specific words and phrases (varying verbs and adjectives to add clarity and interest)
- Sentence structures are varied within a piece of writing

- Varies sentence beginnings
- Feeling comes through in the writing; voice shows commitment to topic

Conventions (rules of spelling, usage, capitalization, punctuation and paragraphing)

- Uses complete sentences
- Applies subject and verb agreement
- Uses appropriate verb tense
- Applies capitalization and punctuation correctly
- Spells high-frequency and grade-level words correctly in writing
- Uses available resources as references (word walls, dictionaries, quick word books)

Penmanship/Handwriting

- Writes legibly (form, size and spacing)
- Prints or uses cursive writing

COMMUNICATION

The student uses listening and observation skills to gain understanding

The student communicates ideas clearly and effectively

MATH

The student understands and applies the concepts and procedures of mathematics

Number Sense

- Understands place value through 1,000's
- Compares multi-digit whole numbers and place in order
- Represents numbers to 10,000 in different ways
- Reads, writes and identifies the value of any five digit whole number
- Identifies and writes equivalent names for any whole numbers (30, 10+10+10, 3 tens, thirty)
- Adds and subtracts multi-digit numbers
- Recalls **both** oral and written addition and subtraction facts rapidly
- Constructs extended “fact families” for addition and subtraction (3+2=5; 2+3=5; 5-3=2; 5-2=3)
- Solves one and two step number stories with multi-digits, using addition and subtraction
- Illustrates relationships between multiplication/addition and division/subtraction
- Recalls multiplication facts for 1, 2, 3, 5, 10
- Develops “fact families” for multiplication and division
- Develops and explains strategies using pictures, numbers, and words to solve problems
- Uses estimation strategies to solve problems
- Performs basic computation of whole numbers on a calculator in appropriate situations

Measurement: weight, length, time, money value, temperature

- Writes dollars and cents notation and recognizes, combines and exchanges money
- Estimates and measures using appropriate standard and metric units
- Understands and applies appropriate unit of measure (weight, length, time, money value, temperature)

Geometric Sense: Identify shape, like/unlike sets

- Identifies congruent shapes and lines of symmetry
- Identifies attributes and properties of two-dimensional shapes (triangle, rectangle)

Probability and Statistics: display data as a graph, interpret results

- Demonstrates an understanding of data from tables, charts and bar graphs

Algebraic concepts: display, identify, create patterns in addition and subtraction

- Solves number sentences with a missing variable (14 + __ = 20)
- Determines reasonableness of outcomes
- Solves multi-step problems from number stories
- Recognizes and continues patterns

The student uses mathematics to define and solve problems

- Applies math strategies to solve real world problems
- Uses mathematical language to explain problem solving
- Explains mathematical thinking using numbers, pictures, and words

SOCIAL STUDIES

The student understands and uses main concepts and ideas related to:

The Social Studies curriculum for third grade in Central Valley is directly tied to the reading curriculum. There are three main themes:

Cultures in our community

- Learns how people from differing cultural groups work together to solve problems
- Discovers the importance of understanding how cultures function

Our Native American Past

- Learns how Native American cultures are similar and different
- Learns about expressions of cultural tradition (stories, legends and art)
- Learns how geography influences culture

Making Global Connections

- Learns how the geographic region influences culture
- Learns how cultures are similar and different
- Discovers and learns about ones self by studying cultures of other places

SCIENCE

The student understands and uses the scientific method and process skills used to study main concepts and ideas related to:

ELECTRICITY

ENERGY/MATTER

GEOLOGY

Scientific Method

- Develop a problem statement
- Design a procedure
- Form a hypothesis
- Make observations
- Draw conclusions
- Make inferences
- Apply

Process Skills

- Observe
- Communicate
- Compare
- Organize
- Understand relationships

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active and healthy life

- Demonstrates mature movement and manipulative skills in a variety of physical activities
- Identifies and defines the components of fitness as they relate to daily activities
- Recognizes various movement activities on the activity pyramid
- Monitors and analyzes self-progress in a teacher designed fitness log
- Identifies basic body systems and their functions: muscular, skeletal, circulatory, respiratory and digestive
- Demonstrates an understanding of the relationship of nutrition to health and matches key nutrients with food groups
- Demonstrates and identifies healthy lifestyle choices
- Understands ones right to personal and physical safety
- Demonstrates safe play, cooperation and good sportsmanship while participating in a variety of fitness and sport related activities

LIFE SKILLS

Units of study

DRUG/ALCOHOL ABUSE/ PREVENTION

PERSONAL SAFETY