A Parent's Guide to Curriculum Standards

Grade 3
2011

2310 Aldergrove Avenue, Escondido, CA 92029

Grade Level Curriculum Standards

The Escondido Union School District is committed to providing all students the best education to enable them to reach their highest potential. To achieve this goal, the district has identified academic standards for each grade level, kindergarten through eighth grade. The grade level standards serve as the basis for instruction throughout the district.

Focus Goals, 2011-2013

I. Ensure multiple high quality teaching and learning opportunities for every student.

II. Provide systemic student supports to promote high student expectations and achievement for all students.

III. Through formal discussions with district stakeholders, explore how EUSD can increase employee support and accountability for student achievement.

IV. Infuse innovation into teaching and learning. Emphasis will be on 21st century learning environments to include technology and project-based learning, resulting in greater student engagement.

V. Ensure all students have equal access to a personalized, balanced, and challenging curriculum to meet individual students' academic, creative, social and physical needs.

VI. Strengthen the district's fiscal resiliency to withstand current economic limitations.

Parents Are Partners In Education

The Escondido Union School District recognizes that the foundation of a good education begins in the home. Research shows that when parents are involved in their children's education, students do better. There are many ways parents can become actively involved in the school. By being aware of what is being taught at each grade level, you will be able to support your child's education and help answer the question, "What should my child be learning in school?" Each section in this document contains suggestions on how parents can help.

Language Arts - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition:
- Know and use complex word families when reading to decode unfamiliar words
- Decode regular multi-syllable words
- Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words
- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations
- Use sentence and word context to find meaning of unknown words
- Use a dictionary to learn the meaning and other features of unknown words
- Use knowledge of prefixes and suffixes to determine the meaning of words

Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of narrative and expository text appropriate for each grade.

Structural Features of Informational Materials:
- Use titles, table of contents, chapter headings, glossaries, and indexes to locate information in text

Comprehension and Analysis of Grade-Level-Appropriate Text:
- Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text
- Demonstrate comprehension by identifying answers in text
- Recall major points in text, and make and modify predictions about forthcoming information
- Distinguish main idea and support details in expository text
- Extract appropriate and significant information from text, including problems and solutions
- Follow simple multiple-step written instructions

Literary Response And Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and literary terms or elements.

Structural Features of Literature:
- Distinguish among common forms of literature

Narrative Analysis of Grade-Level-Appropriate Text:
- Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world
- Determine what characters are like by what they say or do and by how the author or illustrator portrays them
- Determine the underlying theme or author's message in fiction and non-fiction text
- Recognize the similarities of sounds in words and rhythmical patterns in a selection
- Identify the speaker or narrator in a selection

Writing

Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process.

Organization and Focus:
- Create a single paragraph that: (1) develops a topic sentence; (2) includes simple supporting facts and details

Penmanship:
- Write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence

Research and Technology:
- Understand the structure and organization of various reference materials

Revising and Evaluating Strategies:
- Revise drafts to improve the coherence and the logical progression of ideas, using an established rubric

Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and drafting, research, and organizational strategies.
- Write narratives that: (1) provide a context within which an action takes place; (2) include well-chosen detail to develop the plot; and (3) provide insight into why this incident is memorable
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences
- Write personal and formal letters, thank you notes and invitations that: (1) consider the audience, purpose, and context; (2) address knowledge and interests of the audience, stated purpose, and context; (3) include the date, proper salutation, body, closing, and signature

Written and Oral English Language Conventions

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:
- Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking

Grammar:
- Identify and use subject/verb agreement, pronouns, adjective, compound words, and articles in writing and speaking
- Use past, present, and future verb tenses in writing and speaking
- Identify and use subject and predicate of single-clause sentences in writing and speaking

Punctuation:
- Punctuate dates, city and state, and titles of books correctly; use commas in series, dates, locations, and addresses

Capitalization:
- Capitalize geographical names, holidays, historical periods, and special events correctly

Spelling:
- Spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns, and common homophones
- Arrange words in alphabetical order

Listening and Speaking

Listening and Speaking Strategies: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:
- Retell, paraphrase, and explain what has been said by a speaker; connect and relate prior experiences, insights, and ideas to those of a speaker
- Respond to questions with appropriate elaboration; identify the musical elements of literary language

Organization and Delivery of Oral Communication:
- Organize ideas chronologically or around major points of information
- Provide a beginning, middle, and end, including concrete details that develop a central idea
- Use clear and specific vocabulary to communicate ideas and establish tone
- Clarify and enhance oral presentations through use of appropriate props
- Read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read

Analysis and Evaluation of Oral and Media Communications:
- Compare ideas and points of view in broadcast and print media; distinguish between the speaker's opinions and verifiable facts

Speaking Applications: Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English, organization, and delivery strategies.
- Make brief narrative presentations on an incident that: (1) provides a context within which an incident occurs; (2) provides insight into why the selected incident is memorable; (3) includes well-chosen details to develop character, setting, and/or plot
- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences

POINTERS FOR PARENTS

LANGUAGE ARTS

✏ *Have your child read longer works of fiction, chapter books, and nonfiction. Have them discuss the main points from what they read. Have them read both silently and aloud.*

✏ *Have your child read literary works by Hans Christian Anderson and Charles Dickens, A.A. Milne tales, folktales, and fables.*

✏ *Practice having your child reread what they wrote, and show them how to proofread and correct their own work.*

✏ *Have spelling bees at home to enrich your child's spelling and vocabulary. Talk about the meanings of unknown words. Check spellings and meanings of words in the dictionary.*

✏ *Encourage your child to tell and write his own stories.*

MATH

By the end of third grade, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. They estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Number Sense

Students understand place value of whole numbers.

- Count, read, and write whole numbers up to 1,000,000
- Compare and order whole numbers to 1,000,000
- Identify the place value for each digit in numbers to 1,000,000
- Round off numbers to 1,000,000 to the nearest ten, hundred, and thousand
- Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6)
- Identify ordinal positions from first to one-hundredth
- Locate zero, positive and negative whole numbers on a number line

Students calculate and solve problems involving addition, subtraction, multiplication, and division.

- Find the sum or difference of two whole numbers between 0 and 10,000
- Memorize to automaticity the multiplication table for numbers between 1 and 12
- Use the inverse relationship of multiplication and division to compute and check results
- Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 x 3 =___)
- Solve division problems in which a multi-digit number is evenly divided by a one-digit number (135 ÷ 5)
- Understand the special properties of 0 and 1 in multiplication and division
- Determine the unit cost when given the total cost and number of units
- Solve problems which combine two or more of the skills above
- Solve equations in the form of ___ x 9 = 63; 81 ÷ ___ = 9
- Know the meaning of dividend, divisor, quotient, numerator, denominator, multiplicand, multiplier, and product

Students understand the relationship between whole numbers, simple fractions, and decimals.

- Compare fractions represented by drawings or concrete materials to show equivalency, and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is more than 1/8)
- Add and subtract simple fractions (e.g. determine that 1/8 + 3/8 is the same as 1/2)
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation using whole number multipliers and divisors
- Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar)
- Determine by counting, the value of a collection of bills and coins; create equivalent amounts with different coins; compare the value of the coins or bills, and make change using as few coins as possible
- Compute total costs of items up to $20 and change up to $5, and estimate and compute the total cost of several items

Algebra and Functions

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

- Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities
- Solve problems involving numeric equations or inequalities
- Select appropriate operational and relational symbols to make an expression true (e.g., 4___3 = 12, what operation symbol goes in the blank?)
- Express simple unit conversions in symbolic form (e.g., # inches = # feet x 12)
- Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? If 5 x 7 x 3 = 105, then what is 7 x 3 x 5?)

Students represent simple functional relationships.

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

Statistics, Data Analysis, and Probability

Students conduct simple probability experiments by determining the number of possible outcomes, and make simple predictions.

- Identify whether common events are certain, likely, unlikely, or improbable
- Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times
- Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot)
- Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day)
- Create and interpret simple line graphs

Measurement and Geometry

Students choose and use appropriate units and measurement tools to quantify the properties of objects.

- Choose appropriate units (metric and U.S. customary) and tools, and estimate and measure length, liquid volume, and weight/mass
- Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them
- Find the perimeter of a polygon with integer sides
- Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours, and minutes)
- Measure and draw line segments in inches (to nearest 1/4 inch), and in centimeters
- Know abbreviations: lb, oz, g, kg
- Compute area of rectangles in square inches and square centimeters using simple multiplication
- Find the area of regular and irregular shapes and polygons using grids
- Read, measure, and record temperature in degrees Fahrenheit and Celsius; know the degree sign; relate temperatures to everyday situations (including degrees below zero)
- Identify freezing and boiling pint of water in Fahrenheit and Celsius
- Using a calendar, identify the date, day of the week, month, and year, and solve problems of elapsed time
- Using analog and digital clocks, tell time in terms of both minutes before and minutes after hours as well as fractions of 1/4, 1/2 and 3/4 of an hour and use a.m. and p.m.

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

- Identify, describe, and classify polygons (including pentagons, hexagons, and octagons)
- Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle)
- Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square)
- Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle
- Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder) and their faces, edges, and vertices
- Identify the common solid objects that are the component parts needed to make a more complex solid object
- Identify, name, and draw representations of line segments and angles, using a ruler or straightedge
- Identify and describe congruent, similar, and symmetrical two-dimensional figures
- Compute area of rectangles in square inches and square centimeters using simple multiplication

Mathematical Reasoning

Students make decisions about how to approach problems.

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

Students use strategies, skills, and concepts in finding solutions.

- Use estimation to verify the reasonableness of calculated results
- Apply strategies and results from simpler problems to more complex problems
- Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning
- Express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work
- Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy
- Make precise calculations and check the validity of the results from the context of the problem

Students move beyond a particular problem by generalizing to other situations.

- Evaluate the reasonableness of the solution in the context of the original situation
- Note method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems
- Develop generalizations of the results obtained and extend them to other circumstances

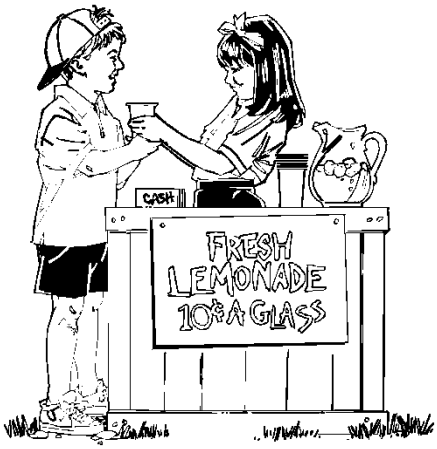
POINTERS FOR PARENTS

MATH

✏ *Play math games with your child (e.g., Berserk™, Fractions Game, Othello®, Quick Pix™ Mat, Slylock Fox Brain Bogglers™, Step-Up Fractions Game).*

✏ *Have your child analyze problems to figure out how best to tackle them, and explain the logic behind the strategies they use.*

✏ *Your child needs to continually practice telling time from a conventional clock, using a calendar, and exchanging money.*

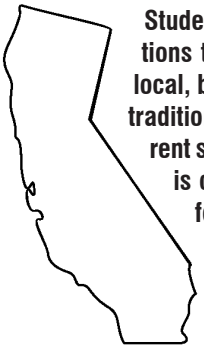


✏ *Encourage your child to play with numbers up to 1,000, compare, write, order, read, and identify the place value of these numbers.*

✏ *Reinforce and practice rounding numbers to the nearest ten and nearest hundred with your child.*

History/Social Science

CONTINUITY AND CHANGE



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 the study of American Indians, the subsequent arrival of society immigrants, and the impact they have had in forming the character of our contemporary society.

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 by:

- Identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)
- Tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)

Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:

- The national identities, religious beliefs, customs, and various folklore traditions
- How physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)
- The economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments
- The interaction of new settlers with the already established Indians of the region

Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

- The explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions
- The economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
- Why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:

- Why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws
- The importance of public virtue and the role of citizens, including how to participate in a classroom, community, and in civic life
- The stories behind important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)

- The three branches of government (with an emphasis on local government)
- How California, the other states, and sovereign tribes combine to make the nation and participate in the federal system
- The lives of American heroes who took risks to secure freedoms (e.g., biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.)

Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:

- How local producers have used natural resources, human resources, and capital resources to produce goods and services in the past and the present
- How some things are made locally, some elsewhere in the U.S., and some abroad
- How individual economic choices involve tradeoffs and the evaluation of benefits and costs
- How pupils' "work" in school develops their personal human capital

Science

Physical Sciences

Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept, students know:
- Energy comes from the sun to the Earth in the form of light
- Sources of stored energy take many forms, such as food, fuel, and batteries
- Machines and living things convert stored energy to motion and heat
- Energy can be carried from one place to another by waves, such as water waves and sound, by electric current, and by moving objects
- Matter has three forms: solid, liquid, and gas
- Evaporation and melting are changes that occur when the objects are heated
- When two or more substances are combined a new substance may be formed that can have properties that are different from those of the original materials
- All matter is made of small particles called atoms, too small to see with our eyes
- People once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are over 100 different types of atoms which are displayed on the Periodic Table of the Elements.

Light has a source and travels in a direction. As a basis for understanding this concept, students know:
- Sunlight can be blocked to create shadows
- Light is reflected from mirrors and other surfaces
- The color of light striking an object affects how our eyes see it
- We see objects when light traveling from an object enters our eye

Life Sciences

Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept, students know:
- Plants and animals have structures that serve different functions in growth, survival, and reproduction.
- Examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands
- Living things cause changes in the environment where they live; some of these changes are detrimental to the organism or other organisms, whereas others are beneficial
- When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
- Some kinds of organisms that once lived on Earth have completely disappeared; some of these resembled others that are alive today

Earth Sciences

Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept, students know:
- The patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons
- How the moon's appearance changes during the four-week lunar cycle
- Telescopes magnify the appearance of some distant objects in the sky, including the moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye
- The Earth is one of several planets that orbit the sun, and the moon orbits the Earth
- The position of the sun in the sky changes during the course of the day and from season to season

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:
- Repeat observations to improve accuracy, and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation
- Differentiate evidence from opinion, and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed
- Use numerical data in describing and comparing objects events and measurements
- Predict the outcome of a simple investigation, and compare the result to the prediction
- Collect data in an investigation and analyze them to develop a logical conclusion

POINTERS FOR PARENTS

HISTORY/SOCIAL SCIENCE

✏ *Discuss in chronological order events in history with your child and how these events effect our world today.*

✏ *Explore and have your child use maps frequently and learn the geography of historical events covered.*

✏ *Understand and reference geography terms with your child (e.g., boundary, coast, delta, desert, plain, strait).*

✏ *Have your child use atlases and online resources to research geography information. Find oceans, rivers, lakes, mountains, etc.*

✏ *Explore places and historical events with your child in Canada and Mexico.*

SCIENCE

✏ *Provide opportunities for your child to use exact measurements when cooking and baking. Ask questions and make predictions what will happen to items when they are cooked. Discuss the causes.*

✏ *Explain and review with your child that scientists classify animals differently according to certain characteristics (e.g., cold-blooded verses warm-blooded).*

✏ *Have your child read about, discuss, illustrate, chart, etc., different characteristics of different kinds of animals, amphibians, birds, mammals, reptiles, etc. Review these animals' habitats.*

✏ *Investigate and discuss the human body with your child (e.g., the muscular system, the nervous system, the skeletal system, how our eyes and ears work).*

✏ *Explore and find different sources of light with your child (e.g., transparent, opaque, color spectrum).*

Mission Statement

The Escondido Union School District, in partnership with our community, commits to providing quality learning experiences for all students in a supportive environment, enabling them to be lifelong learners, productive members of the community, and positive contributors.

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