

**Curriculum Framework**

**Grade Three**

**Avondale School District**

**Auburn Hills, Michigan**

## English Language Arts: Third Grade

In Grade 3, children expand their writing skills by creating a variety of writing selections and applying correct grammar and spelling. They learn keyboarding skills and use computers for research, and share their finds both orally and in writing. For more information please see: [www.corestandards.org](http://www.corestandards.org)

<b>Standards for Writing</b>	
<b>Text Types and Purposes</b>	<ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>3. Write narrative text to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ol>
<b>Production and Distribution of Writing</b>	<ol style="list-style-type: none"> <li>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types area defined in Standards 1-3 above.)</li> <li>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>6. With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others.</li> </ol>
<b>Research to Build and Present Knowledge</b>	<ol style="list-style-type: none"> <li>7. Conduct short research projects that build knowledge about a topic.</li> <li>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (Begins in Grade 4)</li> </ol>
<b>Range of Writing</b>	<ol style="list-style-type: none"> <li>9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.</li> </ol>
<b>Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	<ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ol>
<b>Presentation of Knowledge and Ideas</b>	<ol style="list-style-type: none"> <li>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3).</li> </ol>
<b>Standards for Language</b>	
<b>Conventions of Standard English</b>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ol>
<b>Knowledge of Language</b>	<ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ol>
<b>Vocabulary Acquisition and Use</b>	<ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>5. Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.</li> </ol>

**Reading: Third Grade**

In Grade 3, children will continue to apply word attack and comprehension strategies to read increasingly difficult text across content areas. By the end of third grade, children are expected to be fluent readers capable of reading more lengthy text. **For more information, please see:** [www.corestandards.org](http://www.corestandards.org)

<b>Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>Fluency</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Literature</b>	<b>Informational Text</b>
<b>Key Ideas and Details</b>	
<ol style="list-style-type: none"> <li>1. Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and answer such questions to determine understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>3. Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ol>
<b>Craft and Structure</b>	
<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>5. Refer to parts of stories, dramas, and poem when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>6. Distinguish their own point of view from that of the narrator or those of the characters.</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.</li> <li>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a give topic efficiently.</li> <li>6. Distinguish their own point of view from that of the author of a text</li> </ol>
<b>Integration of Knowledge and Ideas</b>	
<ol style="list-style-type: none"> <li>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> <li>8. (Not applicable to literature)</li> <li>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</li> </ol>	<ol style="list-style-type: none"> <li>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</li> <li>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ol>

## Mathematics: Third Grade

In Grade 3, children begin learning multiplication and division. They continue working with geometric shapes and the collection of data. For more information, please see: [www.corestandards.org](http://www.corestandards.org)

<p><b>Mathematical Practices</b></p> <ol style="list-style-type: none"> <li>1. Making sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning</li> </ol>	<p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>• Represent and solve problems involving multiplication and division</li> <li>• Understand properties of multiplication and the relationship between multiplication and division</li> <li>• Multiply and divide within 100</li> <li>• Solve problems involving the four operations, and identify and explain patterns in arithmetic</li> </ul>	<p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</li> <li>• Represent and interpret data</li> <li>• Geometric measurement: Understand concepts of area and relate area to multiplication and to addition</li> <li>• Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</li> </ul>
	<p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>• Use place value understanding and properties of perform multi-digit arithmetic</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Reason with shapes and their attributes</li> </ul> <div style="text-align: center;">  </div>
	<p><b>Number and Operations- Fractions</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of fractions as numbers</li> </ul>	



### Science Curriculum- Grade Three

In the third grade curriculum, students extend their understanding of concepts they studied in previous years. In LIFE SCIENCE they begin to explore the systems and behavioral characteristics of vertebrates and seed plants. They use this knowledge to explain how these characteristics help animals and plants survive in their environments. In PHYSICAL SCIENCE students identify light as a form of energy and investigate its properties. They identify various light sources, experiment with how light travels, and create shadows. Students also identify sound as a form of energy and investigate the concept through the use of common materials. They investigate force and motion through various experiments using common household items such as balls and marbles. The EARTH AND SPACE SCIENCE strand has students explore and identify natural resources and their uses in the community. They describe ways in which humans are dependent on the natural environment and their effects on the balance of the natural world. Children explore in-depth renewable and non-renewable resources, ways in which to protect these resources such as recycle, reuse, reduce, and renew. They also expand on their understanding of the earth's surface through the exploration of various types of earth materials and natural changes in the earth's surface (e.g., erosion, glaciers, and volcanoes).



### Social Studies Curriculum- Grade Three

The third grade social studies curriculum introduces the history, geography, government, and economy of Michigan. Students learn about people and events from the past that have influenced the state in which they live. They study the geography of Michigan including the physical and cultural characteristics of different areas of the state. Using the context of their state, students explore human-environment interactions and their consequences. Using a geographic lens, students also examine the movement of people, products, and ideas across the state, and investigate how Michigan can be divided into distinct regions. Economic concepts are applied to the context of Michigan as students explore how Michiganians support themselves through the production, consumption, and distribution of goods and services. By studying economic ties between Michigan and other places, students discover how their state is an interdependent part of both the national and global economies. The purposes, structure, and functions of state government are introduced. Students explore the relationship between rights and responsibilities of citizens. They examine current issues facing Michigan residents and practice making and expressing informed decisions as citizens. Throughout the year, students locate, analyze, and present data pertaining to the state of Michigan.



HEALTH EDUCATION – K-8 Health Education Standards can be found at [www.michigan.gov/mde](http://www.michigan.gov/mde).



## **MUSIC EDUCATION**

It is the purpose of the Avondale Elementary Music Program to develop each child's musical understanding, sensitivity, and self-expression through song, movement, guided listening, and composition. The Avondale Elementary Music Program will provide a nurturing and mentally stimulating environment for young children to learn the musical fundamentals of rhythm, melody, harmony, timbre, form, and expression. The understanding of these fundamentals is structured to provide each child with the necessary tools to refine and more fully enhance musical experiences in subsequent grades. We will employ a variety of educational techniques to achieve musical understanding. The Avondale Elementary Music Program goals and curriculum are aligned with the newly revised State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education (MDE, 2011) and also support the National Standards in Music Education (MENC, 1994).

### **WHAT WILL STUDENTS EXPERIENCE WHILE IN MUSIC CLASS?**

#### **PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

#### **CREATE**

Standard 2: Apply skills and knowledge to create in the arts.

#### **ANALYZE**

Standard 3: All students will analyze, describe, and evaluate in the arts.

#### **ANALYZE IN CONTEXT**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

#### **ANALYZE AND MAKE CONNECTIONS**

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

### **OVERARCHING QUESTIONS for our STUDENTS TO CONSIDER:**

#### **Musical Dimensions**

**What ways did you experience melody, harmony, and rhythm?**

#### **Musical Design**

**In what ways did you experience the elements of musical design including articulation, dynamics, form, meter, mood, tempo, texture, timbre, genre and style?**

#### **Musical Perspectives**

**In what ways did you gain understanding of musical styles, genres, and roles from social, historical, and cultural perspectives?**

## PHYSICAL EDUCATION

### **What will your child learn?**

At the elementary level we expect all students to have a basic understanding and a functional ability in all of the following:

#### **Physical Fitness (Presidential Challenge, Fitness Jog, and daily PE warm-up)**

- Aerobic Fitness  
(jogging)
- Muscular Strength and Endurance  
(ABC push-ups, rope climbers, etc.)
- Flexibility  
(stretching)

#### **Motor Skill Development**

- Locomotors  
(jump, run, skip, side-step, gallop, hop, walk)
- Object control  
(catching, dribbling)
- Non-locomotors and body control  
(batting, striking, kicking)
- Lifelong physical activities  
(basketball, jogging and power walking, softball, tennis, soccer)

#### **Activity Related Knowledge**

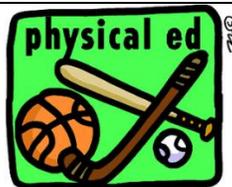
- Body awareness, force, time, space, and direction
- Explain and apply the steps in learning motor skills
- Describe the effects of activity vs. inactivity

#### **Personal and Social Skill**

- Personal activities that contribute to life-long health and well being

### **How do we know they learn?**

Most of our evaluation is through observation; watching students perform the skill in “drill” type activities, and watching students interact with each other and practice the skills and concepts taught in lead-up activities.





The Avondale Elementary Visual Art Department goals, curriculum, and report cards are aligned with the State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education, adopted by the Michigan Department of Education in 2011. Our elementary art program is discipline-based, structured through four areas of study: **Art Production, Art History, Art Criticism, and Aesthetics**, commonly known as **D.B.A.E.**

**Art production** is the creation of artwork. It is through this process that children acquire higher level thinking skills such as interpretation, evaluation, and synthesis. There is no single solution: therefore, students are able to express their own unique vision.

The study of **Art History** enables students to gain an understanding and appreciation of people of various cultures and time periods throughout history. Children learn how art plays a vital role in developing and defining culture.

**Art Criticism** is the ability to understand and respond to a work of art through discussion, collaboration, and written activities. As students learn how to describe and evaluate art they develop the visual literacy that is crucial to living and working in the 21<sup>st</sup> Century.

**Aesthetics** is the branch of philosophy that focuses on the nature and necessity of art. This area helps children to understand their personal perceptions of art and develops skills to discuss art.

**Each year concepts are revisited within units of study. In Kindergarten, students are introduced to basic art materials and techniques. They explore various media, view and discuss artwork, learn about other cultures, and get a sampling of art history. These concepts are repeated using a variety of media, techniques, discussions, and activities throughout the elementary years.**

**The goal for the Avondale Elementary Visual Arts program is to provide a smooth transition for students studying art in their middle school years. To achieve this goal, we hope that by Fifth Grade, students have mastered several art techniques, are able to use art vocabulary to communicate ideas, describe personal artwork, and recognize art of various cultures and historical periods.**