

Grade Three ENGLISH LANGUAGE ARTS & LITERACY in the English Innovation Pathway and French Immersion

Students in grade three develop their reading and language arts skills through a balanced literacy approach. Students will be immersed in the National Geographic Reach for Reading program and will learn to apply skills in authentic literary and informational texts throughout the course of the year. The focus is on learning appropriate strategies and skills to develop and strengthen comprehension skills across all content areas. Students build their knowledge of vocabulary to enhance oral and written language and grade level writing includes responding to literature, crafting narrative as well as expository/informational pieces. Engaging writing activities focus on the writing process, applying spelling rules, and conventions of standard English.

Students will learn to:

- Read text closely to locate the main idea and supporting details.
- Read with fluency and expression.
- Apply strategies for comprehending and evaluating text (fiction and nonfiction) to: answer questions, draw conclusions, determine sequence of events, identify cause and effect, identify author's purpose, identify fact vs. opinion, and to determine main idea and details.
- Recognize and understand the use of figurative language.
- Craft stories with well developed ideas that include interesting, imaginative details, a clear sequence of events, and describe the character(s) in depth.
- Use correct punctuation in writing, including periods, commas, and quotations.
- Recognize and use parts of speech (nouns, verbs, adjectives, adverbs, and pronouns) to construct sentences.
- Use elements such as captions, headings, subheadings diagrams, charts, and other visuals to enhance comprehension.
- Compare key points and/or information about a topic from 2 different sources.
- Write an opinion or explanation that includes relevant information and that develops topics with facts and details.
- Conduct directed research projects to build knowledge about a variety of topics.
- Apply correct spelling rules, using dictionaries to clarify meaning of words.
- Participate in class discussions with agreed upon rules offering elaboration and detail on the topic or opinions of others.

MATHEMATICS in the English Innovation Pathway and French Immersion

Everyday Mathematics is the curriculum program used for math instruction. Number skills and mathematics are linked to relevant situations and contexts in everyday life. Students learn a variety of strategies to solve real life problems. Students also develop mathematical vocabulary while learning core concepts through hands on experiences and paper and pencil tasks.

Students will learn to:

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.

- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Example: *Jeremy went to the Die-Cast Car collectors' convention and bought 7 cars for 56 dollars. If each car costs the same amount, find the number sentence that can be used to find the cost of each car.*

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Example: *Compare the numbers $\frac{3}{5}$ and $\frac{3}{10}$*

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Example: *The perimeter of the following irregular polygon is 18 cm. If $v = 4$ cm, $w = 6$ cm, $x = 2$ cm, and $y = 4$ cm, what is the length of z ?*

Geometry

- Reason with shapes and their attributes.

Basic Math Facts & Computational Strategies

- Students will fluently add and subtract within 1000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.
- Students will know from memory all products of two one-digit numbers (basic facts up to 9×9).
- Students will fluently multiply and divide within 100 using the understanding of the multiplication and division relationship.

HISTORY & SOCIAL SCIENCE in the English Innovation Pathway

Students will learn about the history of Massachusetts from the time of the Pilgrims, including historical events and famous people. They will also begin to learn about the history of Milton.

Students will learn to:

- Use cardinal directions, map scales, legends and titles to locate places on contemporary maps of New England, Massachusetts, and the local community.
- On a map of the United States locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, and Maine).
- On a map of Massachusetts locate major cities and towns and major geographical features and landforms. Also locate Milton and identify local geographical features and landforms.
- Learn about the history of Massachusetts for the time of the arrival of the Pilgrims.
- Learn about the history of Milton and about the famous locations, events and people in Massachusetts history including those leading to and during the American Revolution.
- Identify the Declaration of Independence, Constitution of the United States, and the Bill of Rights as key American documents.
- Read biographies of a person or people from Massachusetts to learn how they contributed to Massachusetts history, science, technology, the arts, business, education, and politics.
- Give examples of goods and services provided by local businesses.
- Understand how government provides tax-supported facilities and services, such as public schools, roads, police and fire departments, libraries and parks.

Thanks to the generous support of the Milton Foundation for Education, we will be enriching our Social Studies instruction with a literacy based enrichment curriculum meant to enhance students' social studies and literacy learning through increased opportunities for children to read, write, and speak about such sophisticated topics as democracy, equality, justice and fairness. Students begin to understand the connection between rules and law and are ***“empowered to stand up for their beliefs, engage in respectful discourse, and resolve differences in constructive ways.”*** - <http://discoveringjustice.org>

GENERAL SCIENCE in the English Innovation Pathway

Physical Science: Motion, Force and Models

The Motion, Force, and Models investigations focus on the physical science concepts of force and motion and provide students with in-depth experiences with scientific and engineering practices. In this module, students will:

- Ask questions about systems in the natural and designed worlds, including pendulums, springs, and ramps and balls.
- Design and conduct controlled experiments to find out what variables affect the transfer of energy.

- Use data and logic to construct and communicate reasonable explanations about forces and motion.
- Work with others as scientists and engineers to create conceptual and physical models to explain how something works.
- Plan designs, select materials, construct products, evaluate, and improve ideas to meet specific criteria.

Life Science: Structures of Life

The Structures of Life Module consists of investigations dealing with observable characteristics of organisms. Students observe, compare, categorize, and care for a selection of organisms. Students learn to identify properties of plants and animals and to sort and group organisms on the basis of observable properties. Students investigate structures of the organisms and learn how some of the structures function in growth and survival. In this module, students will:

- Observe and compare properties of seeds and fruits.
- Investigate the effect of water on seeds by monitoring and recording changes over time.
- Observe plant structures as they appear during the plant's life cycle.
- Care for plants and animals and compare their needs.
- Observe crayfish structures and describe their functions in terms of growth, survival, and reproduction.
- Compare crayfish structures to structures of other animals.
- Analyze and interpret observations of crayfish behavior.
- Investigate food chain dynamics through a simulation.
- Study skeletal systems using bones, images, and models.

Earth and Space Science: Water and Climate

Water is the most important substance on Earth. Water dominates the surface of our planet, changes the face of the land, and defines life. Weather is driven by the Sun and involves the movement of water over the earth through evaporation, condensation, precipitation, and runoff—the water cycle. Climate is determined in part by the amount of precipitation in a region and by temperature fluctuations. Human societies depend on water, and new technologies are being engineered to conserve and protect this natural resource, to provide for the needs of people around the world.

These powerful pervasive ideas are introduced to grade 3 students in the Water and Climate Module. It provides students with experiences to explore:

- The properties of water, the water cycle and weather, interactions between water and other earth materials, and how humans use water as a natural resource.
- Science and engineering practices in the context of water, weather, and climate.
- Crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; and systems and system models.
- The nature of science, how science affects everyday life, and the influence of engineering, technology, and science on society and the natural world.

DIGITAL LITERACY and COMPUTER SCIENCE in the English Innovation Pathway

Elementary Scholars explore a variety of computing devices and digital tools and further develop their computational thinking problem solving skills.

The strands covered third through fifth grade include:

1. Computing and Society
 - Safety and Security
 - Ethics and Laws
 - Interpersonal and Societal Impact
2. Digital Tools and Collaboration
 - Digital Tools
 - Collaboration and Communication
 - Research
3. Computing Systems
 - Computing Devices
 - Human and Computer Partnerships
 - Networks
 - Services
4. Computational Thinking
 - Abstraction
 - Algorithms
 - Data
 - Programming and Development
 - Modeling and Simulation

Incorporated Use of Technology as outlined in the Common Core English Language Arts:

Scholars in third grade will:

- Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 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.

All Milton scholars in grades 2-12 are issued a Google account which gives them access to Google Apps for Education where they currently utilize Google Drive, Google Docs, Google Slides, Google Sheets, and Google Classroom.

Third graders are additionally utilizing: Keyboarding Without Tears, Typing.com, Various iPad apps including My Story, Tell About This, Write About This, Book Creator, Explain Everything, and Seesaw.

Standards Based Report Cards- Year 2

The purpose of this report card is to communicate to parents, guardians, and students, ongoing achievement towards grade level state standards. This is an objective tool that is used to measure progress towards proficiency in the Massachusetts Curriculum Frameworks and will provide clear information for students, families and caregivers on what students are expected to know and be able to do by the end of each of three terms. Each of the four elementary schools in the district will provide opportunities for parents to learn more about the new report card.