



Hawthorn School District 73

Curriculum Guide for Parents: Third Grade

What you can expect your child to learn and be able to do.

This guide shares important information about Hawthorn Learning Standards, which are aligned with the Illinois Learning Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- ★ teachers know what is to be taught;
- ★ children know what is to be learned; and
- ★ parents and the public can determine how well the concepts are being learned.

The following pages provide information about learning standards for English language arts, mathematics, science, social studies, technology, physical development and health, and fine arts for Third Grade. For a more comprehensive list, which includes all of the performance indicators, you may view our Curriculum Guide online at www.hawthorn73.org.

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Third graders were visited by Rob Carmichael and some of his wildlife friends from the Lake Forest Wildlife Discovery Center.

English Language Arts

Through the study of the language arts, students will learn to read fluently and understand a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. In addition, students must be able to study, retain, and use information from many sources.

By the end of third grade, students will be able to...

Big Idea/Topic: Assuring Quality in Our Communication..

Literacy

Reading

- ★ Use a variety of decoding strategies (ex: phonics, word patterns, context clues) to recognize new words when reading age-appropriate material.
- ★ Use a variety of resources (ex: context, dictionaries, glossaries, computer resources) to determine and clarify the meaning of unfamiliar words.
- ★ Use and identify root words, prefixes, and suffixes to identify words.
- ★ Use context clues to determine the meanings of words.
- ★ Classify the elements of a variety of texts and genres including biography, fiction, nonfiction, and poetry.
- ★ Use information from tables, maps, charts, and graphs to increase understanding of text.

- ★ Formulate and support or verify predictions when reading.
- ★ Infer information not specifically stated in a story.
- ★ Identify cause/effect, fact/opinion, main ideas, and supporting details in text.
- ★ Develop meaning by asking questions, rereading, visualizing, and analyzing characters.
- ★ Identify story elements (setting, characters, theme, and plot).
- ★ Demonstrate proper use of the dictionary and thesaurus.
- ★ Locate book parts (title page, table of contents, chapter titles, headings, index, glossary, etc.).
- ★ Read grade level text fluently.
- ★ Identify figurative language (similes, personification, and onomatopoeia).
- ★ Incorporate contextual clues and prior knowledge to determine the meaning of words.
- ★ Read independently for meaning and enjoyment.

Listening

- ★ Listen to distinguish between a speaker's opinions and facts.
- ★ Actively listen and participate in a group discussion.

Speaking

- ★ Plan and deliver oral presentations using techniques appropriate for the situation (eye contact with audience, volume, rate, tone, avoidance of distracting behaviors).

Writing

- ★ Know and use the four writing styles (descriptive, narrative, expository, and persuasive), as well as creative writing, poetry, and friendly letters.
- ★ Write a complete composition including paragraphs, elaboration, and conclusion.
- ★ Demonstrate the mastery of cursive letter formation and connections.
- ★ Use appropriate prewriting strategies (drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas.
- ★ Use stages of the writing process (prewriting, drafting, revising, editing, publishing) to develop paragraphs for a variety of purposes.
- ★ Written work will contain proper capitalization, organization, punctuation, and spelling, as well as complete sentences.
- ★ Revise own writing; set goals for improvement.
- ★ Use and identify command, telling, question, and exclamatory sentences.
- ★ Experiment with different forms of creative writing.
- ★ Share writing with an audience.

Mathematics

Mathematics is a language we use to identify, describe, and investigate the patterns and challenges of everyday living. It deals with numbers, quantities, shapes, and data, as well as numerical relationships and operations. Mathematics is a way of approaching new challenges through investigating, reasoning, visualizing, and problem solving with the goal of communicating the relationship observed and problems solved to others.

Big Idea/Topic: Assuring Quality in Math Concepts and Skills.

Number Sense

- ★ Use place value to read, write, and describe whole numbers to 10,000.
- ★ Identify and write numbers in words and in numerals.
- ★ Recognize fraction values from pictures.
- ★ Recognize that multiplication is repeated addition ($3 \times 2 = 2 + 2 + 2$).
- ★ Order and compare whole numbers up to 10,000 using words and symbols [$>$ (greater than), $<$ (less than), $=$ (equal)].
- ★ Order money values (written with decimals) from least to greatest.
- ★ Identify and locate whole numbers and halves on a number line.
- ★ Solve problems involving descriptions of numbers (odd/even, factors/multiples, greater than/less than).
- ★ Solve problems and number sentences involving addition and subtraction with regrouping.
- ★ Solve problems with money up to \$10.00 and count back change.

- ★ Recall basic multiplication facts (up to 10×10) and apply them to related multiples of 10 ($3 \times 4 = 12$, $30 \times 4 = 120$).
- ★ Identify fact families for addition and subtraction.
- ★ Estimate with whole numbers.
- ★ Be able to represent and compare whole numbers and decimals.

Estimation and Measurement

- ★ Solve problems involving hours, minutes, and days.
- ★ Measure and compare length to the nearest inch, half-inch, and quarter-inch.
- ★ Measure and compare length to the nearest centimeter and half-centimeter.
- ★ Measure time to the nearest minute.
- ★ Measure temperature to the nearest degree.
- ★ Solve problems involving perimeter of a shape and the area of a figure (show square units).
- ★ Estimate and compare the weight of an object.
- ★ Determine the volume of a solid figure (showing cubic units).
- ★ Solve problems involving simple unit conversions for time and length.
- ★ Estimate perimeters, areas, and volumes of irregular shapes.

Algebra and Analytical Methods

- ★ Solve addition and subtraction equations that have a missing number or missing operation sign ($3 + \underline{\quad} = 5$, $6 \underline{\quad} 1 = 7$).
- ★ Describe and extend patterns and sequences.
- ★ Write a number sentence to represent a problem.

Geometry

- ★ Identify the two-dimensional components of a three-dimensional object (ex: cube has square faces).
- ★ Predict the result of putting shapes together (composing) and taking them apart (decomposing).
- ★ Identify figures that have the same size and shape (congruency).
- ★ Determine the distance between two points on the number line in whole numbers.
- ★ Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons).
- ★ Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids).
- ★ Identify locations on a grid.
- ★ Identify a line of symmetry.
- ★ Identify images resulting from flips, slides, and turns.
- ★ Identify parallel lines.
- ★ Build and draw geometric shapes.

Data Analysis and Probability

- ★ Read and interpret data represented in a pictograph, bar graph, line plot, Venn diagram, tally chart, and table.
- ★ Complete missing parts of a pictograph, bar graph, tally chart, and table.
- ★ Determine the mode (the most common amount) given a set of data or a graph.
- ★ Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.
- ★ Investigate the probability of a single event (3 out of 4 chance).

Science

The goal of science education is to develop in learners an understanding of the inquiry process as it is related to key concepts and principles of the life, physical, and earth/space sciences. The curriculum addresses the integration of the sciences with technology and society as students learn to connect the importance of scientific knowledge to its application in everyday life.

Scientific Inquiry and Technological Design

- ★ Collect and record data.
- ★ Display data on graphs.
- ★ Interpret data.
- ★ Use data to make predictions.

Life Science: Introduction to the Prairie Ecosystem

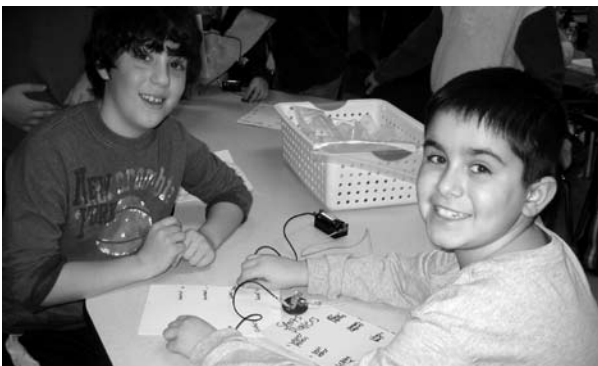
- ★ Identify roles of organisms within a prairie ecosystem.
- ★ Build simple food chains and food webs.
- ★ Match predator and prey.
- ★ Identify simple parasite/host relationships.
- ★ Describe the flow of energy within a prairie ecosystem.
- ★ Classify prairie organisms.
- ★ Compare and contrast cycles of prairie organisms.
- ★ Compare parents and offspring of prairie organisms.
- ★ Identify structure of organisms and describe their functions in a prairie ecosystem.
- ★ Conduct fair tests to investigate ideal conditions for seed germination.
- ★ Observe seed dispersal mechanisms.
- ★ Describe how humans impact prairies in positive and negative ways.



Third grade students learned about owl pellets as part of their introduction to the prairie ecosystem unit.

Physical Science: Magnets and Electricity

- ★ Conduct fair tests to identify conductors and insulators.
- ★ Classify materials as conductors and insulators.
- ★ Describe places where conductors and insulators are used.
- ★ Identify the parts of a circuit.
- ★ Describe why a circuit is a system.
- ★ Build and compare different kinds of circuits.
- ★ Apply knowledge of circuitry to design projects.
- ★ Compare and contrast ways to make electricity.
- ★ Classify materials that are or are not attracted to magnets.
- ★ Predict what will happen if poles are brought together.
- ★ Identify ways to conserve electricity.



Magnets and electricity are popular study subjects for third graders.

Earth /Space Science: Introduction to Astronomy

- ★ Compare and contrast the seasons in terms of the earth's tilt and path around the sun.
- ★ Observe the apparent motion of the sun and stars.
- ★ Describe the Earth's movements using rotation and revolution.
- ★ Record daily patterns that help us explain movement of sky objects.
- ★ Construct a scale model of the solar system.
- ★ Identify where Earth is located in the solar system.
- ★ Describe characteristics of the planets.
- ★ Identify the tools that astronomers use.

Science, Technology, and Society

- ★ Apply the appropriate principles of safety identifying materials, equipment, and safety rules that apply in inquiry and design investigation.
- ★ Follow established procedures for simple investigations, including appropriate equipment and clean-up requirements.
- ★ Apply scientific habits of mind comparing data sets from classroom observations and timed intervals.
- ★ Summarize knowledge that was gained through careful observations, generating questions and strategies to test science concepts using critical and creative thinking.
- ★ Define and identify hypotheses and predictions.
- ★ Research past, present, and projected future influences of science and technology in job skills, hobbies, and home applications.

Safety and Practices of Science

- ★ Identify and reduce potential hazards in science activities.
- ★ Identify and demonstrate proper use of laboratory equipment.

Social Studies

The study of social studies helps students develop the ability to make informed and reasoned decisions for the public good. Students are preparing to become citizens of a culturally diverse, democratic society in an interdependent world. The curriculum integrates the disciplines of social science to promote civic competence.

Big Idea/Topic: Our State—Illinois

Political Science/Government

- ★ Explain why people vote and run for political office in a democracy.
- ★ Compare and contrast local and state governments.
- ★ Name historical figures that have advanced the rights of individuals and groups to promote a common good.
- ★ Identify three branches of state government—leaders, lawmakers, and judges.

Economics

- ★ List examples of producers in the economy and identify what they produce.
- ★ Identify what goods and services are provided by the state.

History

- ★ Construct an historical timeline (i.e., people, inventions, events, discoveries, etc.).
- ★ Connect the student's scientific knowledge of the prairie with historic knowledge of Illinois.

Geography

- ★ Identify Illinois on a map of the United States.
- ★ Be able to find Illinois's capital and major rivers, lakes, and cities.
- ★ Determine why certain geographical areas are more desirable than others.
- ★ List the natural resources in a region and classify them into renewable, nonrenewable, and recyclable.
- ★ Organize a series of pictures to show landscape changes from prairie to farmland.

Social Science

- ★ Describe aspects of the state that reflect its cultural heritage.
- ★ Analyze the cultural differences within Illinois.
- ★ Identify the major social institutions within a community.



To celebrate Black History Month, third graders dressed as famous subjects. Pictured here is a student who portrayed Gwendolyn Brooks, the first African American woman poet to win a Pulitzer Prize.

Technology

Technology is one of many tools that students have at their disposal as they engage in the learning process. Educational technology is the application of technology to the learning process. Technologically literate students access and acquire knowledge, exchange ideas and opinions, solve problems, and create, innovate, and express themselves through the skillful use of a variety of technologies. Technology is integrated into the classroom through regular planned activities and is used by students when its use will increase understanding and enhance learning.

Tools, Knowledge, and Skills

- ★ Identify a digital camera, projector, and scanner.
- ★ Compose, edit, and publish a word processing document.
- ★ Utilize keyboarding software to enhance typing skills.
- ★ Demonstrate the basics of formatting a page (font, tabs, indents, cut, copy, paste).
- ★ Use the spell check word processing feature.
- ★ Insert clipart into documents.
- ★ Combine text, clipart, and original art to create a finished product.

- ★ Save work into appropriate folders.
- ★ Understand the basics of search engines and searching techniques.
- ★ Use online reference materials (encyclopedias, dictionaries, and atlases).
- ★ Know and model ethical, legal, and responsible behavior using technology.

Physical Development and Health

Physical development programs offer students the opportunity to enhance the capacity of their minds and bodies. Healthy minds and bodies are basic to academic success and, later in life, to enhancing the ability to contribute to a productive work environment. The health curriculum focuses on health promotion, safety, and understanding the human body and how it grows and develops. Problem solving, communication, responsible decision mak-

ing, and team-building skills are major emphases, as well. More specific goals are outlined in the curriculum guide in the following areas: movement skills, physical fitness, team-building, principles of health promotion, human body systems, and promoting health and well-being.

Exercising Healthy Actions

- ★ Understand that actions within a group will help achieve group goals.
- ★ Demonstrate how fitness is important to their health and well-being.
- ★ Know how the quality of actions affects group outcomes.
- ★ Combine movement skills to enhance their performance.
- ★ Implement strategies when their safety is threatened.

Fine Arts

In addition to their intrinsic value, the arts contribute to children's development and enrich the quality of life. The fine arts—dance, drama, music, and visual arts—are fundamental ways of knowing and thinking. The fine arts curriculum addresses the language of the fine arts, sensory elements, organizational principles,

expressive qualities, and how the arts are similar, different, or related to one another. Students also learn how to interpret visual images, sounds, movement, and story. The creation and performance of the arts is emphasized along with the role of the arts in civilization.

The Arts Around Me

- ★ Utilize a variety of elements in their original art creations.
- ★ Understand and appreciate the importance of the arts in various cultures.
- ★ Communicate through various forms of the arts.