

LANGUAGE ARTS

Reading Habits (and Processes)

- Pick books they can read independently.
- Read for an extended amount of time.
- Read with fluency (clearly, without hesitation) to help understand meaning.
- Read with expression.
- Keep a record of their reading throughout the year to show growth.
- Adjust reading speed depending on type of difficulty of text.

Reading Comprehension

- Use different strategies to figure out new words (word structure, context, or semantic clues, etc.).
- Use different strategies to gain meaning (rereading, picture clues, prediction, punctuation).
- Make connections between the text and themselves, other stories, and the world around them.
- Respond or react to literature ("It reminds me of...").
- Reads for many purposes (clarification, confirmation, information).
- Use strategies to confirm or look for information (cause and effect, chronological order, predicting outcomes, graphic organizers).
- Identify themes and main idea of text.
- Summarize and/or retell text.
- Self-correct errors while reading.
- Identify story elements (character, setting, plot) and compare them from story to story and author to author.
- Identify the author's message within a story.
- Identify and read various genre (mystery, fantasy, fiction, nonfiction).
- Use reference books for information.

Print/Sound Code

- Use strategies and experiences to decode words.

Writing Habits

- Write daily (journals, logs, etc.).
- Reread own writing.
- Focus on the elements of the writing process.
- Maintain a portfolio showing growth in writing.

Writing Purposes

- Write for many reasons (informing, entertaining, persuading).
- Think about who will be reading their writing.
- Support ideas with facts and details.
- Create charts to organize details from stories.
- Select and use strategies for note taking, organizing, and categorizing information.
- Produce finished work in the following genres:
 - *Narrative: stories, fictional or autobiographical
 - *Nonfiction: reports, lists, charts
 - *Functional: signs, instructions, labels, recipes, directions
 - *Produce and Respond to Literature: poems, reactions to books, songs, drama

Written Language and Conventions

- Spell assigned words and words with regular spelling patterns correctly.
- Write about events in the order they happened.
- Use a variety of sentence types (statements, questions, exclamations).
- Use proper grammar, punctuation, and word choices.
- Plan writing pieces with a clear beginning, middle, and end.

Listening and Speaking

- Speak and express thoughts clearly.
- Listen and takes turns speaking.
- Share with others, either one-to-one or in group discussions.
- Give and follow multi-step directions.
- Build on the ideas of others in conversation.
- Support thoughts and ideas with reasons.
- Explain an author's point of view in discussions.
- Present information in a variety of forms.



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City School District of New Rochelle

Grade Level Learning Outcomes *Grade Three*

September 2009

Dear Families,

Teachers and administrators in the City School District of New Rochelle have focused much attention in recent years on strengthening the alignment of our instructional program with the New York State learning standards. These standards indicate what students are expected "to know and be able to do" at various points along the academic path from Kindergarten to Grade 12. In order to codify this process of curriculum alignment, we have developed local learning outcomes for each of the elementary grades. They are intended to provide teachers with even greater clarity about what students are expected to accomplish each year.

This brochure summarizes the major concepts and skills in Language Arts, Math, Science and Social Studies that are included in the Third Grade curriculum. These items are not designed to be a checklist, but rather are offered to parents as an overview of the instructional program presented to students in Third Grade. Since curriculum development is an ongoing process in our district, we will continue to solicit and gather feedback from staff in order to make these learning outcomes documents more comprehensive. Any revisions made in the document for teachers will be reflected in updated editions of this brochure.

Again this year, the State Education Department will be administering student assessments in Grades 3, 4 and 5 that are intended to measure how well children demonstrate proficiency on the State learning standards and comply with the federal No Child Left Behind law that requires annual testing of all elementary and middle school students. As a district, we will continue to evaluate our Grade 2 instructional program and the performance of second grade children through the use of locally-developed English Language Arts and Math assessments, which are specifically designed to parallel the format and content of the State exams. Finally, based on the suggestions received from teachers and parents, we will be making ongoing refinements in our elementary school report cards in order to better inform parents about student progress in relation to these local learning outcomes.

I welcome any comments that you wish to offer about this brochure.

Dr. Jeffrey Korostoff
Assistant Superintendent

SOCIAL STUDIES

Students study about communities throughout the world and the social, political, geographic, economic, and historic characteristics of these different communities.

Geography of World Communities

- Read and interpret maps.
- Identify equator, prime meridian, latitude and longitude.
- Locate continents, oceans, and major bodies of water in relation to each other using the compass rose.
- Locate world communities on maps and globes.
- Compare and contrast the geographic similarities and differences of world communities.

History

- Read a historical timeline to understand chronological order of events.
- Identify similarities and differences from the past and present.
- Discuss the factors that contribute to the development of civilizations.
- Demonstrate knowledge of ways and reasons for the changes in cultures, communities, and civilizations over time.

Social

- Determine ways in which communities exchange elements of their cultures
- Incorporate literature and the arts to learn about people's beliefs, traditions, cultures, and values in various world communities.
- Demonstrate an understanding for how the development of and lifestyles in world communities are influenced by environmental and geographic factors.
- Possess the knowledge of the holidays and festivals of people in various world communities.

Economic

- Compare and contrast economic and cultural similarities and differences of several world communities.
- Recognize how people in world communities make choices based on needs, wants, and resources.
- Examine how environment, climate and natural resources affect the economy and development of world communities.

Political

- Compare and contrast political similarities and differences of several world communities.
- Identify symbols used to represent various world communities.
- Describe the symbolism of monuments and memorials of various world communities.
- Develop an awareness and understanding of different types of governments.
- Compare the process of selecting leaders, solving problems, and making decisions in the community.

SCIENCE

Inquiry

- Design, plan, and conduct investigations individually and in groups, such as investigating how changing and varying the amount of water can affect the growth of plants.
- Use diagrams, charts, graphs, artwork, and writing to report on the results of an investigation.
- Design, describe, and build a model meant to duplicate something from the natural or human-made world, such as building terrariums and aquariums to model habitats.

Scientific Tools and Technology

- Use technology and tools such as magnifiers, balances (scales), thermometers and computers.
- Use standard and nonstandard units of measurement and record those measurements.
- Use data tables to record, read, and understand experiment results.

Scientific Thinking

- Ask questions that can be investigated by performing simple experiments and use evidence from observations and reliable sources to construct explanations for experiment results.
- Work individually and in groups to collect, describe, record, and share information and ideas.
- Explain why similar experiments should produce similar results and reasons when they do not.

Real-World Application

- Develop an understanding and appreciation of the natural world, such as understanding conservation.
- Understand and describe examples of the importance of science and technology in their lives.
- Understand how to make informed health choices, such as drinking from a clean, unused cup or avoiding second hand smoke.
- Identify and describe patterns and changes over time, such as life cycles, seasons, and growth.

Scientific Communication

- Acquire information from observation, experimentation, print and non-print sources.
- Use information gathered from experiments and other sources to explain observations and events.
- Begin to report orally and in writing using appropriate science vocabulary

Physical Sciences

- Observe, investigate, describe, and classify materials based on their physical properties, including physical changes (change of state).
- Observe, investigate, and describe variables such as shape, material, and mass and how they affect an object's properties. For example, a clay ball sinks in water while clay of another shape does not.
- Observe and describe the position, direction, and motion of objects such as top of, next to, over, under, etc.
- Observe, investigate, and describe examples of interaction of matter and energy, for example heat affecting the evaporation of water.
- Begin to understand how different forms of energy and a variety of forces affect the motion of object, such as the effect of gravity, and weight and size on a thrown ball.

Life Sciences

- Observe, describe, classify, and compare plants and animals in terms of how their specific parts help them survive.
- Observe and explain how plants and animals depend upon each other.
- Perform real-world investigations of life cycles and growth and development of plants and animals.
- Begin to understand how various factors can affect the life spans, life cycles, and populations of organisms.

Earth and Space Sciences

- Examine, describe, investigate, and measure earth materials including water, rocks, soils, and sands.
- Observe and understand the relationships between the Sun and the Earth that leads to understanding day and night and changes in shadows.
- Begin to explore how the Earth, the Moon, and other objects in the sky move in regular and predictable patterns.
- Observe, measure, and record daily, seasonal, and cyclical changes in the environment, such as those caused by weather.

MATHEMATICS

Process Standards

- Explore, examine and make observations about a social problem or mathematical situation.
- Interpret information correctly, identify the problem and generate and compare possible solutions using different representations.
- Act out, draw or model with manipulatives, activities involving mathematical content from literature or real life situations.
- Use trial and error and process of elimination to solve problems.
- Make organized, accurately labeled, lists and charts to solve problems.
- Analyze problems (including those with multiple sets) by observing patterns, identifying relationships and selecting relevant versus irrelevant information.
- Determine whether a solution is reasonable in the context of the problem.
- Describe objects, relationships, solutions and rationale using appropriate vocabulary.

Content Standards

Number Sense and Operations

- Skip count by 10s, 25s, 50s and 100s and single digits to 1000.
- Read, write, compare and order whole numbers to 1000.
- Understand the place value structure of the base ten system: 10 ones=1 ten; 10 tens=1 hundred; ten hundreds=1 thousand.
- Use a variety of strategies to compose, decompose, add and subtract 2 and 3 digit numbers.
- Develop an understanding of fractions as part of a whole unit and as parts of a collection.
- Understand the meaning of numerator/denominator in the symbolic form of a fraction.
- Compare and order fractions and estimate their place on a number line.
- Explore equivalent fractions (1/2, 1/3, 1/4).
- Identify the properties of odd and even numbers as related to addition/subtraction.
- Use a variety of strategies to solve multiplication problems (up to 12x12).
- Develop fluency with single-digit multiplication and division facts.
- Recognize real world situations in which estimation or rounding is more appropriate.
- Check reasonableness of answers using estimation.

Algebra

- Use symbols <,>, = to compare whole numbers and unit fractions.
- Describe and extend numeric addition, subtraction and geometric patterns.

Geometry and Measurement

- Name, describe and sort 2 and 3 dimensional shapes.
- Identify congruent and similar figures.
- Identify and construct lines of symmetry.
- Select tools and units (customary), appropriate for measurement of length and capacity.
- Measure and compare objects using ounces and pounds, cups, pints, etc.
- Count and represent coins and dollars using currency symbols (\$0.00).
- Tell time to the minute using digital/analog clocks.
- Select and use standard and non-standard units to estimate measurements.

Statistics and Graphing

- Formulate questions, collect data and record data using frequency tables, pictographs and bar graphs.
- Read and interpret data from graphs in order to draw conclusions and make predictions.
- Identify the parts of pictographs and bar graphs (title, axis labels, etc.).

Parents who desire more specific information as to which math outcomes could be included in the March NYS Math Test, are encouraged to access the State's "pre-post" document available at:

www.emsc.nysed.gov/3-8/gr3prepost.htm