***Third Grade***

| **Language Arts** | ***Reading Literature***  ***Informational Text***  ***Foundational Skills***  ***Writing*** | * Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * 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. * Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. * Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. * Distinguish their own point of view from that of the narrator or those of the characters. * 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 * 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) * By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. * Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * Determine the main idea of a text; recount the key details and explain how they support the main idea. * Describe the relationship 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. * Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. * Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. * Distinguish their own point of view from that of the author of a text. * 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). * Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). * Compare and contrast the most important points and key details presented in two texts on the same topic. * By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. * Know and apply grade-level phonics and word analysis skills in decoding words. * Identify and know the meaning of the most common prefixes and derivational suffixes. * Decode words with common Latin suffixes. * Decode multisyllable words. * Read grade-appropriate irregularly spelled words. * Read with sufficient accuracy and fluency to support comprehension. * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * Write opinion pieces on topics or texts, supporting a point of view with reasons. * Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * Conduct short research projects that build knowledge about a topic. * 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, purposes, and audiences. |
| --- | --- | --- |
| **Math** | ***Common Core Standards***  ***Revised (2017) Learning Standards*** | In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.    ***Envisions*** units to be followed:   * Numeration * Number Sense Addition and Subtraction * Using Place Value to Add and Subtract * Meanings of Multiplication * Using Known Facts and Patterns in Multiplication * Division * Understanding Fractions * Fractions: Comparison and equivalence * Two Dimensional Shapes and Their Attributes * Time * Perimeter * Area * Liquid Volume and Mass * Data   **Operations & Algebraic Thinking**   1. Interpret products of whole numbers. 2. Interpret whole-number quotients of whole numbers. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 5. Apply properties of operations as strategies to multiply and divide. 6. Understand division as an unknown-factor problem. 7. 7a. Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.   7b. Know from memory all products of two one-digit numbers.  8. Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.  a. Represent these problems using equations or expressions with a letter standing for the unknown quantity.  b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  9. Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).  **Number & Operations in Base Ten**   1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. 4. 4a. Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens and ones. 4b. Read and write four digit numbers using base-ten numerals, number names and expanded form.   **Number & Operations - Fractions**   1. Understand a unit fraction, , is the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction is the quantity formed by a parts of size . 2. Understand a fraction as a number on the number line; represent fractions on a number line.   2a. Represent a fraction on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size and that the endpoint of the part starting at 0 locates the number on the number line.  2b.Represent a fraction on a number line by marking off a lengths from 0. Recognize that the resulting interval has size and that its endpoint locates the number on the number line.  3. Explain equivalence of fractions and compare fractions by reasoning about their size.  3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  3b. Recognize and generate equivalent fractions Explain why the fractions are equivalent.  3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.  3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.  **Measurement & Data**   1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes. 2. 2a. Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (l). 2b. Add, subtract, multiply, or divide to solve one-step word problems involving masses or liquid volumes that are given in the same units. 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture graph or a scaled bar graph. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. 5a.Recognize a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. 5b. Recognize a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 6. Measure areas by counting unit squares. 7. Relate area to the operations of multiplication and addition. 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side length a and side length b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. e.g., 7d. Recognize area as additive. Find areas of figures composed of non-overlapping rectangles, and apply this technique to solve real world problems. 8. 8a. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding one unknown side length given the perimeter and other side lengths. 8b. Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.   **Geometry**  1. Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.  2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| **New SS** | ***Geography***  ***Globalization***  ***Cultural Diversity***  ***Leadership and Government***  ***Children’s Rights***  ***Global Trade*** | Students will explore world geography  through the compelling question “Where are we?” This  question sparks students’ intellectual curiosity through the  study of geographic location and the impact of  humans on their environment. Working with evidence from  sources, students should understand that, although we can  be in different “places,” our impact on Earth is worth  considering.  Students will expand their understandings of our  increasingly interconnected world. The compelling question  “Is sharing and trading across cultures always a good  thing?” is intellectually respectful of third graders who have  personal experience with sharing and trading and typically  have been told that sharing and trading are positive ways to  interact. Students will explore that assumption in ways that  allow them to engage with several social studies  disciplines as they uncover political, economic, and  social connections across cultures and analyze the  implications of those connections.  Students will expand their understandings of diverse  cultures. The compelling question “How does our culture  make us similar and different?” is intellectually respectful of  students who, by their nature, are interested in people and  their similarities and differences. It allows for engagement  with several social studies disciplines as students examine  diverse cultures and histories around the globe.  Students will begin the exploration into governments  around the world; they examine how the fundamental  principles of governments vary in different world  communities with diverse political systems. In uncovering  the idea that the role of citizens varies in governments  around the world, students develop an argument supported  by evidence that answers the compelling question “Does it  matter how leaders are chosen?”  Students will focus on the concept of universal human rights and fair treatment of all people through the compelling question “Do people around the world care about children’s rights?” This question highlights the idea that human rights, including the right to have one’s basic needs met, are to be universally ensured and protected. Around the world there are many instances of human rights violations, but there are also individuals, groups, and nations who work to protect and defend human rights. The focus on *children’s* rights—the idea that children have unique rights that apply to them as non adult members of the global citizenry—offers students an opportunity to examine the idea that they have rights and to understand that they can have an impact on the world.  Students will investigate economic systems by focusing on the context of trade among world communities. Trading is one of the oldest forms of economic interaction among humans, yet it is also among the most complex. In examining the reasons for international trade and the exports of world communities, students should be able to develop an argument supported by evidence to answer the compelling question “Why do countries need each other?” |
| **Social Studies** | ***The United States***  ***Our World Communities***  ***NYS Social Studies Framework (revised 2017)*** | * Geography U.S. / World * Regions of the U.S. * Citizen and Government * Important U.S. Events * Washington, D.C. * China * Brazil/ Rain Forest * Australia/Coral Reef * Kenya/Savannah * Egypt/ Desert         **Communities Around the World**  **Grade 3: Social Studies Practices**  **A. Gathering, Interpreting, and Using Evidence**  1. Develop questions about a world community.  2. Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).  3. Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view. 4. Identify arguments of others.  5. Identify inferences.  6. Create an understanding of the past by using primary and secondary sources.  **B. Chronological Reasoning and Causation**  1. Explain how three or more events are related to one another. 2. Employ mathematical skills to measure time in years and centuries.  3. Identify causes and effects, using examples from his/her life or from a current event or history.  4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history. 5. Recognize continuity and change over periods of time.  6. Recognize periods of time, such as decades and centuries.  7. Recognize and identify patterns of continuity and change in world communities.  **C. Comparison and Contextualization**  1. Identify a world region by describing a characteristic that places within it have in common.  2. Identify multiple perspectives by comparing and contrasting points of view in differing world communities.  3. Describe a historical event in a world community.  4. Recognize the relationship between geography, economics, and history in world communities.  5. Describe a historical development in a world community, using specific details, including time and place.  **D. Geographic Reasoning**  1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.  2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).  3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community. 4. Recognize a process that applies to population, and a resulting pattern.  5. Describe how human activities alter places and regions.  **E. Economics and Economic Systems**  1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.  2. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.  3. Identify the products found in world communities and the various ways people in those communities pay for products.  4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.  5. Explore the types of governments in world communities and services they provide to citizens.  **F. Civic Participation**  1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.  2. Participate in activities that focus on a classroom, school, or world community issue or problem.  3. Identify different types of political systems found in world communities.  4. Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.  5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.  6. Identify situations in which social actions are required and suggest actions.  7. Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles. 8. Identify rights and responsibilities of citizens in the local community and compare them to those in world communities. Geography, Humans, and the Environment  **3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.**  3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.  Students will identify the continents and oceans, by using globes and maps. Students will locate the selected world communities in relation to oceans and continents.  3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.  Students will identify the differences between a globe and a map. Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).  Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities   **3.2 The location of world communities can be described using geographic tools and vocabulary.**  3.2a World communities can be located on globes and maps.  Students will examine where each selected world community is located.  3.2b World communities can be located in relation to each other and to principle parallels and meridians.  Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.    **3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.**  3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents. Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.   * Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.   3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.  Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.  Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community.  Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.   ***Time, Continuity, and Change*** * 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.      * Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.  Students will examine symbols of each selected world community. 3.4b Arts, music, dance, and literature develop through a community’s history.  Students will explore the arts, music, dance, and literature of each selected world community.   ***Development, Movement, and Interaction of Cultures* 3.5 Communities share cultural similarities and differences across the world.** 3.5a The structure and activities of families and schools share similarities and differences across world communities.  Students will compare and contrast the structure and activities of families and schools in each selected community with their own.  3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.  Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.  Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.  **3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.**  3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.  Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.  Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.   ***Civic Ideals and Practices*** 3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.  3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.    Students will examine the type of government is found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities.   3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.    Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.   3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.    Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States, as well as in selected world communities.   3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.    Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States, as well in as other selected world communities.   **3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.**   3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.    Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.   3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.    Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.    3.8c When faced with prejudice and discrimination, people can take steps to support social action and change. Students will investigate steps people can take to support social action and change.    ***Creation, Expansion, and Interaction of Economic Systems***    **3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.**    3.9a World communities use human and natural resources in different ways.  Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.  Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.  3.9b People in communities have various ways of meeting their basic needs and earning a living.  Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community. Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.   **3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?**   3.10a Communities around the world produce goods and provide services. Students will determine what goods are produced and services are provided in each selected world community. Students will examine how the goods are produced within each selected world community.  Students will investigate who receives the goods that are produced in each selected world community.   3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade. Students will examine each selected world community in terms of what products and/or services it exports to other communities. Students will examine each selected world community in terms of what products and/or services it imports from other communities.  Students will explore the basic economic concepts of supply and demand and how they influence prices and trade. Students will examine how technological developments in transportation and communication have influenced trade over time. |
| **Science-** | ***Next Generation Science Standards***   * Weather and Climate * Interdependent Relationships in Ecosystems * Life Cycles and Traits of Plants and Animals * Simple Machines | The *Next Generation Science Standards* performance expectations in third grade help students formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?” |

**Programs used:**

* *enVision* Math program
* *Next Generation Science Standards*
* *The United States and Our World Communities* Social Studies text
* *Units of Study for Teaching Reading* - Lucy Calkins
* *Units of Study in Opinion, Information and Narrative Writing*- Lucy Calkins, Shana Frazin, Maggie Beattie Roberts
* *Ready New York CCLS*
* *Ready Writing Instruction*

**Student Rigorous Reading:**

***Online Resources Including****:*

Reading A-Z

K12 Reader

Raz Kids

Epic Books

***Nonfiction Texts***

NewsELA

ReadWorks

Scholastic News

***Sample of Shared Texts***

* A to Z Mysteries
* Because of Winn Dixie
* Bunnicula
* Charlotte’s Web
* Encyclopedia Brown
* Junie B Jones
* Magic Tree House Series
* Nate The Great
* Stone Fox
* Treasure Island
* Year of the Panda

***3rd Grade Syllabus***

**Basic Overview:**

In third grade, the students grow both academically and socially. More is expected of the child in school. School isn’t just academics. Your child’s teachers are helping him/her grow socially. At eight-years old, your child is learning how to set goals and understand the consequences of his/her behavior.

Students in third grade **language arts** use cuing systems to problem solve text difficulties independently. They can recognize most words within text and automatically monitor and self-correct the meaning. Students are reading with expression and confidence. They can summarize the text providing details and a complete understanding of the material. Students in third grade read medium level chapter books, content area books and poetry. Third grade students are showing independence as readers. They are able to monitor their own reading, self-correct regularly and use expression when reading aloud. The books third graders are reading consist primarily of print with illustrations providing minimal support. They are able to identify the events in sequential order when summarizing the text and they are developing confidence as readers.

This year, consider the **writing** bar officially raised. Your child’s stories will amaze you, showing character development and dialogue. Your child’s opinion pieces and informational writing will be more organized and thorough. With this blossoming of writing prowess, your child will be using more sophisticated language, improved grammar, and overall heightened mastery of the form from beginning to end.

In **math**, instructional time will focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Science**—and therefore science education—is central to the lives of all Americans, preparing them to be informed citizens in a democracy and knowledgeable consumers. The third grade science curriculum stresses learning that is hands-on, process-oriented and inquiry based. It encourages students to think rather than just memorize. By implementing the *Next Generation Science Standards* in the third grade, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

**Social studies** instruction helps students assume their role as responsible citizens in America’s constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. In the grade 3 social studies program, students study about communities throughout the world. Students learn about communities that reflect the diversity of the world’s peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

**Required Materials:**

*Crayons or Colored pencils- NO Markers!*

*PLENTY of No. 2 pencils*

*Soft Pencil Bag*

*One package of lined paper*

*2 highlighters*

*Glue Sticks and Regular Glue*

*Erasers- for pencil tops and hand held*

*3 Composition Notebooks*

*3 Pocket Folders*

*One Ruler*

*Post-Its*

*Index Cards*

**Homework policy:**

***Philosophy*:**  Homework is a valuable aid in helping students maximize their school experience. It reinforces classroom learning, builds responsibility, and develops essential study habits. Homework is one vehicle for home-school communication. Parents are encouraged to make it a positive experience for children. Parents should plan a homework time in order to strike a balance between academics, family life and the child’s needs.

* *Read for 15-20 minutes nightly*
* *Weekly vocabulary test*
* *Nightly math sheet*

**Grading:**

*Standards based grading system*

| ***4- Exceeds Standards****- Consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond stated goal.* |
| --- |
| ***3- Meets Standards****- Grasps and applies key concepts, processes, and skills. Meets stated goal.* |
| ***2- Approaching Standards****- Beginning to grasp and apply key concepts, processes, and skills. Making less than expected progress.* |
| ***1- Needs Support****- Not grasping key concepts, processes, and essential skills. Area of concern that requires ongoing support.* |

**Additional Information:**

Third grade marks a stepping stone in your child’s education. This is a transition from what is often known as the “lower grades” to the “upper grades.” It is a crucial time in students’ learning as they become more independent and mature learners. In 3rd grade students progress from practicing basic skills to mastering them and moving on to further developing more complex skills. Third graders become more advanced readers, writers, mathematicians and thinkers, digging deeper into topics and beginning to analyze what they learn.

Our third graders are very fortunate to be part of Lake Placid Central School’s first one-to-one iPad and Chromebook initiative. Implemented in September 2015, our students, who are living in the 21st century, are able to have a truly 21st century educational experience. A one-to-one iPad & Chromebook learning environment is the model for technology that will best support 21st century teaching and learning. The primary importance of the one-to-one initiative is the educational value this program brings to our students. With this program, the educational impact on student learning is tremendous and the educational possibilities are endless.