



Rymfire Elementary School

THIRD GRADE

Flagler County School District

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Raising Student Achievement One Day at a Time

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GRADE LEVEL EXPECTATIONS

[A Representative Sample of Expectations by Grade Level](#)

For more detailed grade level expectations see the Florida Department of Education Website

<http://www.flrn.edu/doe/menu/sss.htm>

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Dear Parents,

The goal of Rymfire Elementary School is to provide a quality education for every student. Our elementary school works toward this goal by making sure that every child has an exciting and meaningful learning experience. We expect all of our students to learn and demonstrate increasingly complex skills as they progress through the grades towards ultimately becoming a responsible and productive member of society.

In an effort to involve you to the greatest extent possible in your child's education, we have compiled an outline of what your child will learn in this grade level. You can impact your child's academic success by becoming familiar with this curriculum and how you can reinforce classroom activities at home. The grade level expectations have been adopted by the state to provide focus and consistency for teachers, parents, and students.

If you have questions regarding curriculum or school programs, please call your child's teacher.

Sincerely,
Paula St. Francis
Principal

Language Arts

Reading

- uses decoding strategies to clarify pronunciation (for example, less common vowel patterns, homophones)
- uses a variety of strategies to determine meaning and increase vocabulary (prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions)
- discusses meanings of words and develops vocabulary through meaningful real world experiences
- develops vocabulary by reading independently and using reference books
- uses a variety of strategies to monitor in third grade or higher level texts (rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions)

- focuses on a central idea or topic

- knows personal preferences for fiction and nonfiction texts (novels, stories, poems, biographies, journals, magazines, interviews)

Writing

- uses an organizational pattern having a beginning, middle, and end (including, but not limited to, organizing ideas sequentially or around major points of information)
- uses supporting ideas and specific information that clearly relate to the focus
- uses conventions of punctuation (including, but not limited to, commas in a series, dates, and addresses; quotations marks to indicate dialogue; apostrophes to indicate singular possession; periods in abbreviations)
- uses a variety of spelling strategies

Special points of interest:

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"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."

Marcel Proust

- creates a logical organizational pattern appropriate to expository writing with a beginning, middle, and end
- uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, creating story webs)
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness

Listening, Viewing, and Speaking

- follows multi-step oral directions
- gives oral presentations for different purposes (including, but not limited to, reporting, explaining, persuading)
- understands the main concept and supporting details in nonprint media messages
- expresses thoughts in an organized manner
- knows personal listening preferences (for example, poetry, songs, stories, nonfiction,

drama, informational speeches)

- interacts with peers in a variety of situations to develop and present familiar ideas

Language

- uses elements of grammar in speech
- uses language appropriate to situation and audience
- understands similes, and idiomatic language
- understands different techniques used in media messages and their purposes
- uses strategies to respond to speakers for example, asking questions, making contributions, paraphrasing
- understands the usefulness of various technologies for different tasks

Literature

- understands the distinguishing features of literary texts (for example, fiction, drama, poetry, fairy tales, fables, fantasy, biography)

- understands the distinguishing features of nonfiction texts
- understands the development of plot in a third grade level or higher story
- recognizes the major theme in a story
- responds to literature by explaining how the causes of events compare with those of own life
- recognizes the major information in a nonfiction text

Ideas for Helping Your Child at Home

- Read to your child every day. Reading to your child should continue even after he/she can read. Before proceeding with new chapters, ask your child what happened in the previous chapter and what he/she thinks will happen next.
- Celebrate reading and writing in your home. Let him/her see you reading and writing.
- Continue to write at home, modeling for you child. Leave him/her notes and messages. Encourage your child to do the same.

Mathematics

Number Sense, Concepts, and Operations

- compares and orders commonly used fractions, including halves, thirds, fourths, fifths, sixths, and eighths
- explains and demonstrates the addition and subtraction of whole numbers (three digits or more)
- explains the inverse relationship of addition and subtraction and demonstrates that relationship by writing related fact families
- explains and demonstrates the meaning of multiplication
- explains and demonstrates the meaning of division
- uses problem solving strategies to determine the operation needed to solve one-step problems involving

addition, subtraction, multiplication and division of whole numbers

Measurement

- knows an appropriate unit of measure (standard or non-standard) to measure weight
- uses customary and metric units to compare length, weight, and capacity
- knows about measurement of time, including using A.M. and P.M., clocks, and calendars
- knows temperature scales using thermometers
- knows measurement concepts and uses oral and written language to communicate them

Geometry and Spatial Sense

- uses appropriate geometric vocabulary to describe two- and three-dimensional figures (for example, parallel and perpendicular lines,

quadrilateral, right angle)

- knows symmetry, congruency, and reflections in geometric figures

- knows the effects of flips, slides, and 180 degree turns

Algebraic Thinking

- analyzes number patterns and states the rule for relationships
- poses and solves problems by identifying a predictable visual or numerical pattern
- identifies missing parts in patterns
- knows mathematical relationships in patterns
- creates a simple word problem for a given number sentence, diagram, or model
- discusses and explains the choice of the rule that applies to a pattern
- identifies and extends a pattern according to the given rule

- knows how to identify, locate, and plot ordered pairs of whole numbers on a graph

Data Analysis and Probability

- interprets and compares information from picto- and bar graphs
- identifies the range, median, and mode in a set of numerical data
- identifies different parts of a graph
- represents all possible outcomes for a particular probability situation or event
- calculates the probability of an event occurring from a set of all possible outcomes
- identifies and records the possible outcomes of simple experiments

Ideas for Helping Your Child at Home

- While shopping, give your child a predetermined amount of money to spend. Have him/her make decisions about what he/she can or cannot buy with this amount.
- Ask your child to estimate how many glasses of soda are in a liter bottle of soda. Record the actual number using tally marks to document each glass as it is consumed.
- Match pairs of socks at laundry time.

Social Studies

Time, Continuity, and Change (History)

- knows significant scientific and technological achievements of various societies
- understands ways changes in transportation and communication affected the lives of people prior to the Renaissance
- understands the emergence throughout history of different

laws and systems of government (for example, monarchy, republic)

People, Places, and Environments (Geography)

- uses maps and globes to locate and compare places and their environments (For example, oceans, river systems, continents, islands, mountains in or near where civilizations developed)
- understands the ways the physical environment supports and constrains human activities throughout the world

Government and the Citizen (Civics and Government)

- understands ways citizens participated in the democracies of ancient civilizations
- understands ways personal responsibility (for example, taking advantage of the opportunity to be educated) and civic responsibility (for example, obeying the law and respecting the rights of others) are important

Production, Distribution, and Consumption (Economics)

- understands the role that money played in the development of ancient civilizations
- knows ways governments have provided goods and services in selected periods in world history

Ideas for Helping Your Child at Home

- Discuss the appearance of buildings in movie, on T.V., tourist attractions and in the area you live in. Point out similarities to buildings of ancient civilization, columns, pyramids and so on.
- When listening to a weather forecast or reading about the weather, discuss how weather plays an important role in how we dress, where we live, what our homes look like, and the plans we have.

Science

The Nature of Matter

- understands that physical changes in the states of matter can be produced by heating and cooling
- determines the physical properties of matter using metric measurements that incorporate tools such as rulers, thermometers, balances
- uses a tool to observe and study minute details of objects

Energy

- classifies resources as renewable or nonrenewable
- knows ways natural resources are important
- knows alternate energy sources (for example, synthetic fuels, geothermal energy) are being explored using natural and mechanical processes

Force and Motion

- knows the six types of simple machines (wheel and axle, screw, inclined plane, wedge, pulley, and lever)
- describes and understands the characteristics and motion of various objects

Earth and Science

- knows the relative positions of all the planets
- knows that days and nights change length throughout the year
- knows the patterns of average temperature throughout the year

The Nature of Science

- knows that, to work collaboratively, all team members should be free to reach, explain, and justify their own conclusions
- knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas
- knows that it is important to keep accurate records and descriptions to provide information and clues on the cause of discrepancies in repeated experiments

Processes of Life

- understands the various ways that animals depend on plants for survival (for example, food, shelter, oxygen)
- understands that although plants and animals are different, they also share common characteristics
- knows the common and distinguishing characteristics of groups of vertebrate animals

How Living Things Interact with Their Environments

- understands that plants and animals share and compete for limited resources such as oxygen, water, food, and space)
- knows how organisms with similar needs in a climatic region compete with one another for resources
- knows examples of living things that are classified as producers, consumers, carnivores, herbivores, and omnivores

Processes that Shape the Earth

- knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life
- understands the stages of the water cycle
- knows that land forms change over time

Ideas for Helping Your Child at Home

- Take your child to the beach. Encourage him/her to ask questions about the things seen: dunes, litter, tides, shells, sea-birds, and so on.
- Look for small rocks or stones. Place them in an unbreakable container with a lid. Shake vigorously. Empty the container onto a piece of paper. Do you notice any changes?

The Florida Comprehensive Assessment Test (FCAT) is a test to determine whether students are learning the Sunshine State Standards. The questions on the test are written for each grade level to determine whether students mastered the Sunshine State Standards in reading, math, writing, and now science.

Students in grades 3-10 take the FCAT each spring. Third-graders are tested in reading and mathematics. Their scores fall into one of five levels: Level 5 is the highest; Level 1 is the lowest. Students in grades 4, 8, and 10 take the FCAT Writing Test. The FCAT Science Test is given to students in grades 5, 8, and 10.

Third graders who score Level 1 in reading on the FCAT must repeat the third grade, unless there is other evidence that proves these students can read on grade level. Students who are retained must be given intensive instruction in reading to help them catch up.

<http://www.firn.edu/doe/commhome/sig/proghome.htm>

For Parents

Prepared by the FCRR Curriculum and Instruction Team:

Marcia Kosanovich, Ph.D. Carol Robinson, Ph.D. Mary Van Sciver, M.S. Michelle Wahl, M.S.

1. Create a special workspace and schedule daily quiet time for your child to do his/her homework from school. Be sure this is a time you are available to help if needed.
2. Schedule 15 minutes of special time everyday to read to your child.
3. Go to the school library, public library, or the local bookstore once each week and read a new book together. After reading each book, ask your child what the main character did or felt like at the end of the story. Ask if he/she has ever felt like the main character. Why or why not?
4. Encourage reading fluency by having your child read and reread familiar books. It can also be helpful to have your child read short passages over several times while you record the time it takes. Children often enjoy seeing if they can improve their time from one reading to the next, and repeated reading help to establish a habit of fluent reading.
5. Highlight or underline words that you can sound out from the day's "junk mail." Ask your child to read these words.
6. Make a simple recipe with your child, allowing him/her to read each direction to you step by step so you'll "know what to do."

"If you add a little to a little, and then do it again, soon that little shall be much." —Hesiod

Suggested Books

Ramona Quimby - Beverly Cleary
 Liang and the Magic Paintbrush - Demi
 Bunnica - James Howe
 Ox-Cart Man - Barbara Cooney
 Bringing the Rain to Kapiti Plain - Verna Aardema
 Anno's Mysterious Multiplying Jar - Masaichiro and Mitsumasa Anno
 The Hundred Dresses - Eleanor Estes
 Mr. Popper's Penguins - Richard Atwater
 Jumanji - Chris Van Allsburg
 Lon Po Po - Ed Young
 How Much is a Million - David Schwartz
 Where the Sidewalk Ends - Shel Silverstein
 The People Could Fly - Virginia Hamilton
 Alexander, Who Used to be Rich Last Sunday - Judith Viorst
 Amber Brown - Paula Danziger
 26 Fairmount Avenue - Tomie dePaola
 Chet Gecko, Private Eye Series - Bruce Hale
 Encyclopedia Brown Series - Donald Sobol
 Trixie Belden Series - Julie Campbell
 Nate the Great Series - Marjorie Sharmat
 Iktomi and the Boulder - Paul Goble



Children are made readers on the laps of their parents. (1994)
 ~ Emilie Buchwald ~

Web Sites for Parents

<http://www.netsmartz.org/>

The NetSmartz Workshop is an interactive, educational safety resource to teach kids and teens how to stay safer on the Internet. NetSmartz combines the newest technologies available and the most current information to create high-impact educational activities that are well received by even the most tech-savvy kids

<http://www.healthykids.org/>

A public/private organization providing quality health insurance to Florida's children.

<http://www.readingrockets.org/home.php>

Hundreds of research-based and best-practice articles about reading and video interviews with top children's book authors plus great kids books.

<http://www.rif.org/>

<http://www.funbrain.com>

<http://www.justreadfamilies.org/greatideas/>

<http://nces.ed.gov/nceskids/createagraph/>

<http://www.kidsites.com/sites-edu/math.htm>

<http://www.kidsites.com/sites-edu/science.htm>

"Children are our most valuable natural resource."

Herbert Hoover
 President, Engineer,
 Statesman, and
 Humanitarian
 1874-1964

