Math

- **Represent, order and compare whole numbers**
- **Solve problems with dollars and cents**
- **Solve parts and total, change, and comparison number stories**
- **Solve problems with three or more addends**
- **Make change using bills and coins**
- **Find the perimeter and area of polygons**
- **Measure diameter and circumference**
- **Solve problems involving equal groups**
- **Explore and identify properties of operations (i.e., Commutative, etc.)**
- **Solve multiplication/division word problems**
- **Estimate sums**
- **Solve one-step linear equations**
- **Identify rays, lines and line segments**
- **Form angles and polygons**
- **Explore triangles, quadrangles, and polygons**
- **Find equivalent fractions; mixed numbers**
- **Solve number stories involving fractions**
- **Identify geometric patterns/number patterns**
- **Calculate the volume of rectangular prism**

- **Order objects by weight and volume**
- **Make frequency tables, plot points on a coordinate grid**
- **Predict outcomes**
- **Organize and analyze data; Read, interpret and graph data;**
- **Compare quantities (<, >, and =)**
- **Measure objects using units in U.S. customary and metric units**
- **Express mathematical relationships using equations**
- **Translations, rotations, and reflections**
- **Explain probability as a fractional part of a group to the whole group**

This curriculum guide is designed to give parents and students alike a clear representation of the academic goals an expectations of a particular grade level. Please utilize this information to support your child's quest to pursue a quality education.

Materials are available to you from our school to assist you with helping your child achieve these academic goals. The materials can be taken home for your own personal use. If you have any questions or concerns, please feel free to contact your child's classroom teacher.

Sincerely,

Mr. S.L. Jackson, Principal

Visit www.spencertech.org

THIRD GRADE CURRICULUM GUIDE

Spencer Technology Academy

"Moving Students Beyond the Immediate"

Spencer Technology Academy

214 N. Lavergne
Chicago, Il. 60644

Phone: 773-534-6150
Fax: 773-534-6239

A Third Grade Seahawk Student must have:

Literacy

A. Word Analysis and Vocabulary

- Use word analysis (root words, inflections, affixes) to identify words.
- Use context clues, word patterns, and structural analysis to recognize new words in age-appropriate material.
- Use a variety of resources to clarify meanings of unfamiliar words (dictionary, glossary, thesaurus).
- Develop increasing sight vocabulary.
- Infer word meaning from taught roots, prefixes and suffixes.

B. Reading Comprehension and Fluency

- Read age-appropriate material aloud with fluency and accuracy, expression, and intonation.
- Make predictions about text events before and during reading and confirm or modify predictions after reading.
- Summarize major points for fiction and nonfiction text.
- Use information form simple tables, maps, and charts, to increase comprehension.
- Check and clarify for understand (e.g. reread, read ahead, use visual and context clues) during reading.
- Ask how, why, and what if questions in interpreting nonfiction text.
- Distinguish cause and effect, fact and opinion, main idea and supporting details in interpreting nonfiction text.
- Read longer fictional selections and chapter books independently.

C. Writing and Spelling

- Construct complete sentences to express ideas, thoughts and feelings.
- Develop well-organized paragraph (s) using proper form (e.g. topic sentence, supporting details, summary/ conclusion sentence).
- Use standard written English, including appropriate capitalization, punctuation, and subject/verb agreement.
- Write for a variety of purposes, including narrative, expository, and persuasive structures.
- With guidance, uses all stages of the writing process (e.g. prewriting, drafting, revising, editing, and publishing) to develop paragraph (s) with focus, organization, elaboration, and integration.
- Present and discuss own writing with other students.
- Respond helpfully to other students' compositions.
- Produce a variety of written work in a variety of formats, including multimedia forms.
- Correctly spell previously studied words and spelling patterns in own writing.
- Use knowledge of letter-sound relationships to spell unfamiliar words.

D. Listening and Speaking

- Listen actively and attentively in whole class and small group activates, demonstrated by body language, eye contact, and controlled responses.
- Participate actively in class discussions by adding related personal experiences and relevant information.
- Formulate relevant and focused questions.
- Demonstrate respect for other participants send their ideas.
- Speak in a clear audible voice.
- Use appropriate grammar, word choice, and pacing.

Technology

Basic Operations and Concepts:

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

Social, ethical, and human issues:

- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

Technology productivity tools:

- Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout curriculum.
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanner) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Technology Communication tools:

- Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interest.
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions of products for audiences inside and outside the classroom.

Technology research tools:

Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

- Determine which technology is useful and select the appropriate tool (s) and technology resources to address a variety of tasks and problems.

Technology problem-solving and decision making tools:

- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.