

LANGUAGE ARTS

READING

- I. Students apply a variety of reading strategies for word analysis and vocabulary development in narrative and informational text**
 - Use their knowledge of letter sounds to pronounce and blend unknown words
 - Use their knowledge of word structures and relationships while reading to figure out words as they relate to other words
 - Recognize that words and longer pieces of text have associated meanings and concepts
- II. Students apply a variety of literal comprehension strategies to gain meaning from text**
 - Demonstrate comprehension by identifying answers from the text
 - Sequence a series of events from a reading selection
 - Follow simple multiple-step written directions
 - Identify the main idea and relevant facts in a reading selection
- III. Students apply a variety of interpretive comprehension strategies to gain meaning from text**
 - Draw logical conclusions/inferences based on prior knowledge and contextual clues
 - Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection
 - Identify cause and effect relationships
- IV. Students will identify and analyze the elements of setting, characterization and plot**
 - Identify and analyze the elements of setting, characterization and plot
 - Identify persuasive elements in a selection
 - Distinguish between fact and opinion
 - Evaluate the accuracy and truthfulness of the reading material

WRITING

- I. Students will produce writing based on experiences and research that maintains a clear topic or key idea using clear, direct, and concise sentences**
 - Produce informative writing based on experiences and research that maintains a clear topic or key idea using clear, direct, and concise sentences
 - Produce narrative writing where all ideas connect to the plot, with a clear message using varied and purposeful sentences
- II. Students will write for different audiences and purposes**
 - Write with a strong awareness of audience and purpose through selection of topic and supporting detail
 - Write with a strong awareness of audience and purpose, choosing words that make the text expressive, engaging, and lively
- III. Students will apply conventions in their writing**
 - Use conventions so that text is easily understood
- IV. Students will understand and use the steps of the writing process**
 - Prewriting – Students will gather information as part of prewriting
 - Drafting – Students will brainstorm ideas working for accuracy and detail at draft stage
 - Revising – Students will attend to clarity and audience interest when revising
 - Editing and Proofreading – Students will edit for spelling, punctuation, tense, and usage
 - Publishing – Students will attend to format and illustrations.

SPEAKING AND LISTENING

- I. Students will use listening and speaking strategies for different purposes.**
 - Use active listening to gather information and infer meaning

- Use oral presentation skills to share knowledge in sequential order about a topic when using a variety of communication skills
- Stay focused on a topic of discussion and elaborate on experiences and ideas using procedures

MATH

- Ia. Students will understand the basic meaning of place value for whole numbers**
 - Read and recognize numbers to the hundred thousands place (to 999,999)
 - Demonstrate an understanding of place value to the hundred thousands place (to 999,999)
 - Read and write numbers from word form to standard form and from standard form to word form to the hundred thousands place (to 999,999)
 - Use $<$, $>$, and $=$ to compare 3-digit numbers
 - Round numbers to the nearest thousand
- Ib. Students will understand the concept of fractions**
 - Identify a fractional part of a whole or set
 - Understand the meaning of the terms numerator and denominator
- II. Students will add, subtract, multiply, and divide whole numbers**
 - Use rounding to estimate quantities when adding and subtracting
 - Identify the components of the 4 basic operations (addend, sum, difference, product, factor, dividend, divisor, and quotient)
 - Add 2 columns with and without regrouping
 - Add and subtract 3-digit numbers with and without regrouping
 - Add and subtract money to \$9.99
 - Multiply and divide basic facts to 9
 - Multiply a 2-digit number by a 1-digit number with and without regrouping
- IIIa. Students will identify and differentiate geometric figures**
 - Identify points, lines, line segments, rays, parallel lines, intersecting lines, perpendicular lines, horizontal lines, and vertical lines
 - Identify properties of a polygon (a figure made up of line segments joined at the endpoints)
- IIIb. Students will apply properties of geometric figures**
 - Calculate the perimeter of a variety of polygons (square when given one side, rectangle when given 2 sides)
 - Identify congruent figures
 - Recognize transformations of plane figures (slides, flips and turns)
 - Identify figures with line symmetry
- IVa. Students will select the appropriate unit of measure**
 - Name and recognize measurement tools (thermometer, ruler, yard stick, scale, balance, etc.)
 - Identify appropriate units of measure between categories (length, weight, capacity, and temperature) e.g. What would you use to measure the length of a table?
- IVb. Students will accurately measure length and time, and determine the value of money**
 - Tell time to nearest minute on analog and digital
 - Elapsed time of days and months
 - Measure line segments to the nearest $\frac{1}{2}$ inch
 - Count money using quarter, dime, nickel, and penny and write the value using dollar sign and decimal
 - Compute elapsed time –hours and minutes
- Va. Students will read, interpret, and construct charts and graphs**
 - Read and interpret line, bar, and pictographs
 - Use a chart to construct bar graphs and pictographs
 - Identify coordinates on an xy axis using positive numbers
- Vb. Students will make predictions by applying concepts of probability**
 - Develop concept of chance and make predictions for a single event

- Via. Students will solve equations with a missing component**
- Supply the missing symbol(+,-,=) in a number sentence
 - Solve simple addition and subtraction problems with n as the missing component
- Vib. Students will continue a pattern**
- Continue a simple geometric and/or numeric pattern (2, 4, 6, 8, 10)

SCIENCE

- I. Unifying Concepts and Processes**
- Know how to explain procedures or ideas using sketches
- II. Science as Inquiry**
- Know that questions and hypotheses can be examined through scientific investigations
- III. Physical Science**
- Know that pushing or pulling can change the position and motion of objects
- IV. Life Science**
- Understand the life cycle of an organism
- V. Earth and Space Science**
- Understand the water cycle
- VI. Science and Technology**
- Know which tool to use to collect and analyze data
- VII. Science in Personal and Social Perspectives**
- Understand activities that contribute to good health
- VIII. History and Nature of Science**
- Know there are several different scientific careers

SOCIAL STUDIES

- I. Culture**
- Compare ways in which people from different cultures think about and deal with their physical environment and social conditions
- II. Time, Continuity and Change**
- Demonstrate the ability to use vocabulary associated with time, such as past, recent, future, and long ago; read simple timelines
- III. People, Places, and Environments**
- Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs
 - Examine the interaction of human beings and their physical environment, the use of land, the building of cities, and ecosystem changes in selected locales and regions
- IV. Individual Development and Identity**
- Identify and describe ways family, groups and community influence the individuals' daily life and personal choices
- V. Individuals, Groups, and Institutions**
- Give examples of influences such as religious beliefs, laws, and peer pressure, on people, on events, and on elements of culture
- VI. Power, Authority, and Governance**
- Compare the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
- VII. Production, Distribution, and Consumption**
- Identify examples of goods and services
- VIII. Science, Technology, and Society**
- Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication
- IX. Global Connections**
- X. Civic Ideals and Practices**
- Identify examples of rights and responsibilities of citizens in school

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LEWIS CENTRAL COMMUNITY SCHOOLS

GRADE THREE

Core Area Learning Expectations



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