

# THIRD GRADE

## PROGRESSION OF LEARNING

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ACADEMY OF THE SACRED HEART

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SACRED HEART

## DEAR PRESCHOOL AND LOWER SCHOOL PARENTS,

Welcome to the new school year, we look forward to partnering with you! It is my hope that the Third Grade Progression of Learning provides parents with an overview of the curriculum, concepts, and skills introduced at each grade level.

Each semester, faculty will consistently connect with you with the intent to share the curriculum and programs, provide information on your daughter's growth and progress, and to gather your feedback and questions.

- In August, we will host Preschool and Lower School Open Houses.
- Mid-year grade level teams will host parent events on either academic, social, or emotional topics designed specifically for each grade level.
- Mid-semester, faculty and parents will meet on campus for Parent Teacher Conferences to discuss the goals and progress of your daughter. Faculty will share student work samples, student self reflections, and grade level tools for reporting.
- At the end of each semester, progress reports can be accessed via the parent portal with optional conferences available.

I hope you find this resource informative as you begin the Third Grade journey with your daughter and her teacher.

Sincerely,  
Shara Hammet  
Preschool and Lower School Division Head

## PRESCHOOL & LOWER SCHOOL INTEGRATED APPROACH TO LITERACY AND WRITTEN LANGUAGE

Our approach to literacy offers Preschool and Lower School students systematic, code focused instruction that is engaging, cohesive, and differentiated. Comprehension is taught purposefully and explicitly, teaching students the strategies necessary to understand and find joy in reading. Our approach utilizes culturally sustaining texts in the context of purposeful activities.

Third Grade instruction includes the integration of Teachers College Reading and Writing Units of Study, Guided Reading, Foundations, Wordly Wise, and Grammar Workshop. This integrated and intentional approach includes explicit phonics instructions, opportunities to develop reading skills through the practice of a strategy presented in a mini-lesson, independent practice using the appropriate text of their choice, guided practice with a small group, development of written literacy, opportunities to read and explore a text with the whole class, and the development of vocabulary and comprehension via read alouds.

Students benefit from instruction that builds the foundation for literacy with explicit, teacher directed instruction while providing the opportunity for increased independence as students independently extend literacy through engagement with texts that they can and want to read. Determining the needs of our students means asking the right questions about our students and positioning teachers as guides who consistently inquire about the optimal balance of instructional practices for their current students.

Students need developmentally appropriate, precise instruction about every strand of literacy including letters, patterns, vocabulary, usage, and comprehension. In addition, students receive instruction that includes clear modeling, plenty of practice and feedback.

Frequent informal and formal assessment and data collection (Fountas & Pinnell Benchmark Assessment System, running records, Foundations assessments, high-frequency words assessments, and observations) are used to collect information on readers and writers. Teachers are able to use data to make frequent and subtle adjustments to each student's reading instruction. This flexible and responsive approach to literacy instruction allows teachers to best support each student's reading and writing development.



## THROUGHOUT THE COURSE OF THE YEAR, THIRD GRADE STUDENTS WILL BE ASSESSED ON HOW THEY:

- Know and apply grade-level phonics and word analysis skills in decoding words
- Decode multisyllabic words
- Read grade-appropriate irregularly spelled words (high-frequency words)
- Read with sufficient fluency and accuracy
- Read on-level fiction and nonfiction text with purpose and understanding
- Use sentence-level context to confirm or self-correct word recognition and understanding, rereading as necessary
- Understand and apply multiple meanings of new and complex vocabulary
- Refer to details and examples in fiction texts when explicitly referring to the text as well as when drawing inferences
- Refer to details and examples in nonfiction texts when explicitly referring to the text as well as when drawing inferences
- Summarize both fiction and nonfiction text clearly and succinctly to demonstrate understanding
- Describe characters in a fiction story (traits, motivations, or feelings)
- Determine the main idea of a nonfiction text; recount the key details and explain how they support the main idea
- Use nonfiction text features (e.g., key words, headings, charts, glossary, etc.) to locate information relevant to a given topic efficiently
- Apply knowledge of spelling concepts to new and complex vocabulary
- Spell grade-appropriate irregularly spelled words (high frequency words)
- Demonstrate correct usage of capitalization and punctuation
- Produce simple, compound, and complex sentences
- Write about various topics or texts, supporting a point of view with reasons and examples
- Introduced topics clearly when stating an opinion, or writing to inform
- Use transition words and phrases to connect ideas
- Develop a nonfiction topic with facts, definitions, and details
- Provide a concluding statement or section related to the opinion or informative writing
- Write narrative using descriptive details and clear event sequences
- Establish elements of the narrative including character, setting, and plot
- Use dialogue and descriptions to develop characters, setting, and plot
- Provide a sense of closure and narrative writing
- Develop and strengthen writing as needed by planning, revising, and editing
- Write routinely overextended time frames and shorter time frames (e.g. writing stamina)

## OVERVIEW OF LITERACY CONCEPTS & SKILLS

Over the course of the year, Third Grade students will be introduced to many literacy concepts and skills. These include, but are not limited to, the following:

- Identify parts of words (syllable, basewords, suffixes)
- Read and spell phonetically regular words, words with suffixes, including most common Latin suffixes, contractions, targeted high frequency words
- Identify and know meaning of most common Latin suffixes
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to basewords that change
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing)
- Form and use comparative and superlative adjectives and adverbs as well as regular verbs
- Identify real life connections between words and their use
- Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- Set reading goals
- Read and confer with a partner
- Check for comprehension, retell stories and make predictions
- Use strategies to solve hard words and textual clues to find out the meaning of unfamiliar words
- Determine the author's purpose and analyze the author's craft
- Preview and retell nonfiction text, setting goals and plans to read nonfiction, summarizing narrative nonfiction
- Distinguish between important/main ideas and supporting details, and opinion
- Read biographies through different lenses
- Seek underlying ideas in true stories
- Notice how characters talk and act and forming observations of characters
- Notice patterns, growing theories about a character and using theories about characters to predict
- Learn lessons from their characters, comparing characters and the problems they face
- Analyze author's craft
- Orient to a text set, crossing text synthesis and understanding text-specific vocabulary
- Read with volume and fluency

## OVERVIEW OF WRITTEN LANGUAGE CONCEPTS & SKILLS

During Third Grade, students will be introduced to many written language concepts and skills. These include, but are not limited to, the following:

### Fiction & Non-Fiction Narrative, Informational, and Persuasive Writing

- Notice patterns, growing big ideas, pursuing questions, and developing evidence-based theories
- Apply knowledge through research
- Find solutions to a real-world problem
- Use storyteller voice
- Write several drafts, choosing a draft and revising
- Use dialogue in the story
- Organize information according to topic
- Study mentor text in order to decide on topics
- Research facts to ensure accuracy
- Create introduction and sub topics
- Use text features to make it easier for reader to learn about topic
- Practice persuasion
- Gather ideas and information for an opinion writing
- Consider audience
- Organize draft into paragraphs
- Revise introductions and conclusions

## PRESCHOOL & LOWER SCHOOL APPROACH TO MATHEMATICS

The Academy of the Sacred Heart faculty facilitate lessons that encourage mathematical engagement, apply the creative use of visual models, and encourage students to problem solve and persevere through complex problems. Teachers facilitate whole and small group instruction, work one-on-one with students, and foster collaboration by providing students with many opportunities to actively engage with their peers.

Third grade uses Math in Focus Singapore Math as the core curriculum. This curriculum provides carefully constructed learning experiences that develop a deep understanding and critical thinking skills at increasingly rigorous levels.

### What is the Singapore Math™ Method?

The Singapore Math method is focused on mastery, which is achieved through the intentional sequencing of concepts. Students in prekindergarten through fourth grade learn to think mathematically, relying on their depth of knowledge gained in previous lessons and units. Because students think through concepts and apply them in new ways, students are pushed to greater engagement and broader thinking as they approach variations of problem types previously encountered.

The use of the concrete, pictorial, and abstract progression includes the use of concrete materials such as place value materials and visual representations such as bar models to make connections and develop a deeper mathematical understanding.

Mathematical problem solving lies at the heart of the Singapore Math Approach along with the development of key aspects including concepts, skills, processes, metacognition, and attitudes.

The development of mathematical habits are integrated within the grade level activities, explorations, practice, and discussions each day. This includes the ability to:

- Persevere in solving problems
- Construct viable arguments
- Use tools strategically
- Make use of structure
- Use mathematical models
- Use precise mathematical language
- Look for patterns
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This focuses on the importance of processes and proficiency in mathematics and builds the student's problem-solving and communication skills, as well as the ability to reason, make connections, and see relationships.

## THROUGHOUT THE COURSE OF THE YEAR, THIRD GRADE STUDENTS WILL BE ASSESSED ON HOW THEY:

- Represent and solve problems involving multiplication and division
- Solve two-step word problems involving the four operations, and identify and explain patterns in arithmetic
- Use place value understanding to round numbers to the nearest 10 and 100
- Use place value understanding and properties of operations to add and subtract within 1,000
- Develop understanding of fractions as numbers
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represent and interpret data
- Find area and perimeter of plane figures
- Reason with shapes and their attributes
- Explain mathematical thinking clearly and precisely

## OVERVIEW OF THIRD GRADE MATH CONCEPTS & SKILLS CONCEPTS

During Third Grade, students will be introduced to:

- Count and represent numbers to 10,000
- Compare and order numbers using a number line
- Add and subtract within 10,000 with and without regrouping
- Solve two step real world problems involving addition and subtraction
- Use known multiplication facts to find other multiplication facts
- Multiply and divide using models
- Multiply with and without regrouping
- Solve real world problems involving multiplication and division using bar models
- Understand unit fractions, fractions as part of a whole, fractions as part of a set, equivalent fractions, and comparing fractions
- Measure mass, volume, and capacity
- Find area using square units, square centimeters, and square meters
- Find the area and perimeter of a figure, and the area of a rectangle using multiplication
- Identify and naming point, line, line segment, angles, perpendicular, parallel lines, open and closed figures, polygons, and quadrilaterals

## SOCIAL STUDIES

The Academy of the Sacred Heart Preschool and Lower School Social Studies Program is an integrative approach that incorporates civics, economics, geography, and history with designated social studies time allotted each week across all grade levels. Curriculum and programs are aligned with the mission goals and criteria of the school through which students form the foundational skills that prepare them to participate respectfully and intelligently in society. Hallmarks of the program include:

- Meaningful, tangible, and engaging learning opportunities
- Strong foundation for inquiry using research, debates, discussions, and projects of all varieties
- Access to multiple resources-including, but not limited to, books, images, speakers, and field trips
- Students as digital citizen and global citizens
- Informational, visual, cultural, and economic literacy
- Partnerships and collaboration among faculty, enrichment teachers, and community resources

## ENRICHMENT HUB

Please visit the Enrichment Hub on the parent portal resource page where you can learn more about Religion, Art, Music, Science, Technology, P.E., Library, and French classes. The Enrichment Hub details the skills and concepts introduced at each grade level and even gives you a tour of the enrichment classrooms!

# Highlights from Third Grade\*

- We Are All In This Together • Google Classroom •
- Third & Fourth Grade Clubs • Curricular Field Trips •
- Women of Character • Global Education Unit • Playgroup
- Intramurals • Rosary Innovation Lab • Palette Art Show
- French Play

*\*Subject to change*



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