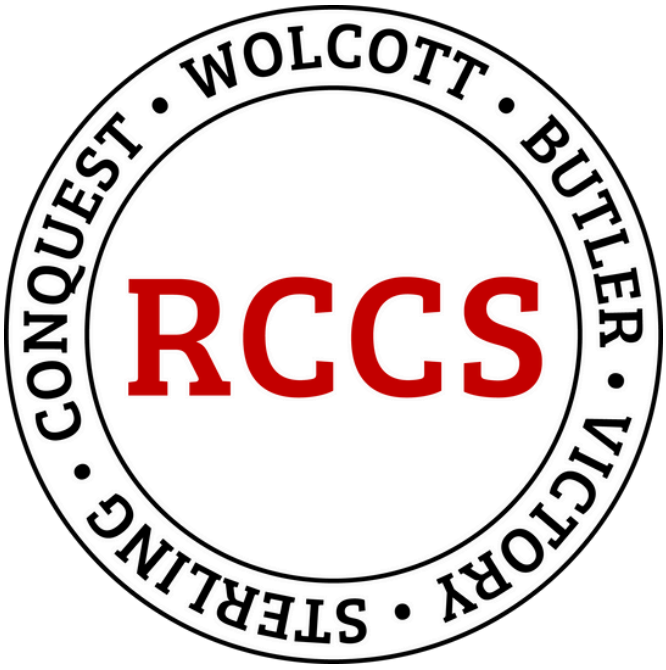
Welcome to Third Grade

RCCSD FAMILY GUIDE

2024-2025



The New York State Education Department sets expectations, or standards, for what *every* student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Important Concepts

To learn English Language Arts and Literacy at every grade, your child will:

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

To learn social studies at every grade, your child will:

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

To learn mathematics at every grade, your child will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

To learn science at every grade, your child will:

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Meet Our Team

Mrs. Andrus

Hello! I am one of the third grade teachers. I have been a teacher at Red Creek for 7 years. I have a Bachelor's Degree in Childhood Education from SUNY Oswego, and a Master's Degree in Curriculum and Instruction from SUNY Oswego. I live in Wolcott with my husband, my son and my pets. In my free time, I like to garden and be outdoors. I love third grade!

Mrs. Bushnell

Hi! I am the third grade special education teacher. I have been a teacher at Red Creek for almost 25 years. I have a Bachelor's in Special Education from SUNY Geneseo and a Master's in Literacy from SUNY Oswego. I live with my husband and my Springer Spaniel Maisy in Wolcott. In my free time I like to read, go boating and walk my dog. Third grade is my favorite grade level!

Mr. Dowd

Hello! I am one of the third grade teachers here at Cuyler Elementary. I have been teaching in Red Creek for one year. My Bachelor's Degree is in Childhood Education specializing in Social Sciences. My Master's Degree is in Literacy, both degrees from SUNY Oswego. For fun my girlfriend and our 2 boys love to play basketball, walk the dogs in the woods, swim in the lake, and play board games.

Miss Strauss

Hello! This is my third year teaching at Red Creek. My Bachelor's Degree is in Childhood Education and I am in the process of completing my Master's Degree. I enjoy listening to music, spending time outside, reading fantasy books and playing D&D and board games with friends! I am so excited for this year!



ENGLISH LANGUAGE Arts

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS

NEW LEARNINGS & FOCUS AREAS:

- Reading Comprehension: Third graders will be expected to understand and analyze a wider range of texts, including more complex fiction and nonfiction. It marks the shift from early literacy skills to more advanced reading comprehension.
- Literary Analysis: Third graders will learn to analyze character traits, motivations, and how characters respond to challenges in stories. They should also identify the central message or lesson in a story or fable, deepening their understanding of literature and narrative elements.
- Making Inferences: Third graders will learn to make more sophisticated inferences when reading, going beyond surface-level details to understand the author's implied meanings and connections within a text.
- Writing: Third graders will learn to create engaging and informative written work across multiple genres while demonstrating a deeper understanding of narrative techniques, topic exploration, and persuasive writing. They will learn to use proper punctuation, capitalization, and subject-verb agreement in their writing, marking a progression from basic grammar skills.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you tell me about a book you've been reading in class? What is the story about, and who are the main characters?
- What types of writing have you been working on in your ELA class? Can you show me a piece of your writing and explain what it's about?
- What strategies have your teacher shared with you for reading and understanding difficult texts? Can you demonstrate how you use those strategies when you're reading at home or in class?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Demonstrate proficiency in understanding and analyzing a variety of literary and informational texts. They should be able to identify the main idea, key details, and the author's purpose in a text. Third graders should also be able to cite text evidence to support their claims and answers when analyzing texts.
- Write opinion pieces that introduce a topic, provide reasons to support their opinion, and conclude their writing effectively. They are also expected to write informative/explanatory texts, and narratives that include details and events in a logical sequence.
- Expand their vocabulary and demonstrate an understanding of words and phrases encountered in their reading. This includes the ability to use context clues to determine word meaning and to distinguish between literal and non-literal language.
- Engage in discussions with peers and adults, expressing their ideas clearly and responding to the ideas of others.
- Work on their reading fluency, which includes the ability to read grade-level text with accuracy and appropriate rate. This helps to build comprehension and ensures that students are reading with understanding and fluency as they progress through their grade-level texts.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Your child's reading level, comprehension, and fluency: ask if they are on track with the grade level expectations and if there are any areas where they may need extra support or enrichment.
- Discuss the methods and assessments used to track your child's progress in ELA, including how the teacher assesses their reading and writing abilities and whether they are meeting grade-level expectations.
- Explore how your child is expanding their vocabulary and learning new words including vocabulary building activities or strategies being used in the classroom.



MATHEMATICS

NYS MATH LEARNING STANDARDS

NEW LEARNINGS & FOCUS AREAS:

- Operations and Algebraic Thinking: Students will learn to represent and solve problems involving multiplication and division. They should be able to apply their understanding of the commutative and associative properties of multiplication and division to make mathematical connections and efficiently solve problems.
- Number and Operations in Base Ten: Students will learn to use their place value understanding to perform multi-digit arithmetic. They are expected to comprehend the value of each digit in a three-digit number and be capable of comparing and ordering whole numbers.
- Fractions: Students will learn to identify equivalent fractions, compare fractions, and order them.
- Measurement and Data: Students learn to solve problems related to measurement and estimation, covering intervals of time, liquid volumes, and masses of objects. They should also be able to represent and interpret data by constructing and understanding bar graphs and line plots.
- Geometry: Students will learn about the characteristics of various shapes and how they can be divided into equal parts. This knowledge forms the basis for geometry, helping them identify and work with shapes in different contexts.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Fluently solve multiplication and division problems within 100 and apply their knowledge of commutative and associative properties to solve mathematical challenges efficiently.
- Have a deep understanding of multi-digit arithmetic and be able to confidently use place value concepts to perform calculations with three-digit numbers. They should be able to compare and order whole numbers.
- Have mastered the concepts of fractions as numbers. They should be proficient in recognizing equivalent fractions, comparing and ordering fractions, and effectively solving word problems involving the use of basic fractions.
- Solve a variety of measurement and estimation problems involving intervals of time, liquid volumes, and masses of objects. They should also skillfully represent and interpret data using bar graphs and line plots, as well as understand the concepts of area and its relationship to multiplication and addition.
- Identify and describe different shapes and partition them into equal parts, demonstrating their knowledge of spatial relationships and geometric properties.

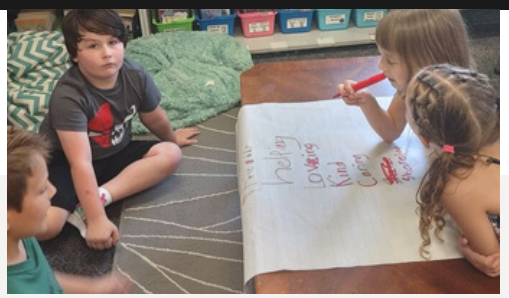
QUESTIONS YOU CAN ASK YOUR CHILD:

- What math topics are you learning now? What do you like or find challenging about them?
- How's your understanding of multiplication and division coming along? Any cool strategies your teacher has shared?
- Tell me about solving problems with big numbers. Can you show me one you've done?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Discuss your child's ability to approach and solve mathematical problems, whether they can select appropriate strategies, and how they persevere through challenges.
- Discuss how your child is progressing in recalling basic math facts, such as multiplication and division, and inquire about any additional support or resources that can be provided to enhance fluency in these areas.





SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS

NEW LEARNINGS & FOCUS AREAS:

- Understanding ecosystems and the interactions between living organisms and their environments.
- Investigating adaptations and life cycles of plants and animals.
- Exploring forces and motion, including the effects of pushes and pulls on objects.
- Investigating properties of matter, including the states of matter and changes in matter.
- Studying Earth's systems, including weather and climate.
- Investigating the Earth's surface and changes to the landscape.
- Exploring the engineering design process and how technology can be used to solve real-world problems.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

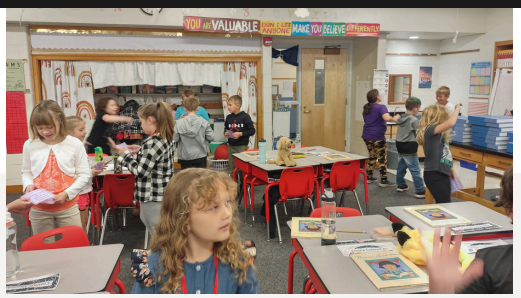
- Describe and identify components of local ecosystems, including producers, consumers, and decomposers. They should also understand the interdependence of organisms in an ecosystem.
- Explain how plants and animals have specific adaptations that help them survive in their environments. They can observe and describe these adaptations in local species.
- Understand the life cycles of various organisms, including plants and insects. They can identify and describe the stages in a life cycle, such as seed to plant or egg to adult.
- Explain how forces, such as pushes and pulls, affect the motion of objects. They can identify forces at play in everyday situations and understand how they can change an object's speed or direction.
- Describe and compare weather conditions, understand weather patterns, and identify the factors that contribute to climate. They can also explain how climate affects ecosystems.
- Investigate processes that shape the Earth's surface, including erosion and deposition. They can identify and describe landforms and changes to the landscape.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What's one interesting thing you've learned in science class recently? Can you tell me more about it?
- How do you use what you learn in science to explore and understand the world around you?
- Are there any science experiments or activities that you find particularly exciting or fun? Can you describe one of them?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Discuss the hands-on science activities and experiments that are part of the curriculum. Inquire about how these activities engage students in practical, inquiry-based learning and promote a deeper understanding of scientific concepts.
- Inquire about the methods and assessments used to evaluate students' understanding of scientific concepts.
- Inquire about strategies used to foster curiosity, problem-solving skills, and the application of the scientific method.



SOCIAL STUDIES

NYS SOCIAL STUDIES FRAMEWORK

NEW LEARNINGS & FOCUS AREAS:

- Students will learn about maps, regions, and physical geography, as well as the relationships between geography, culture, and history.
- Global Cultures and Geography: This area of focus encourages students to explore and understand cultures, regions, and geographical features in various parts of the world. It provides opportunities for students to gain insights into the diversity of cultures, traditions, and environments beyond their own local or national context, fostering a more global perspective.
- Citizenship and Civic Engagement: Third graders explore the rights and responsibilities of citizens, how government works at the local and state levels, and the importance of civic participation.
- Global Cultural Celebrations and Traditions: This learning focus emphasizes the exploration and understanding of holidays, festivals, and traditions from different cultures and regions worldwide. It encourages students to appreciate the diversity of customs, rituals, and celebrations that enrich the global cultural tapestry.
- Cultural Celebrations in the United States and Beyond, Including Lunar New Year: This learning focus emphasizes the exploration of cultural celebrations, both domestic and international, and highlights specific celebrations such as Lunar New Year as celebrated by various communities in the United States. It encourages students to understand the significance of these cultural events and their role in fostering cultural diversity and inclusivity.

QUESTIONS YOU CAN ASK YOUR CHILD:

- How do you think understanding different cultures and traditions can help us in our daily lives?"
- Have you discussed the importance of being a responsible member of our community? What did you learn about it?
- In your social studies class, have you talked about how people from diverse backgrounds and cultures are included and respected?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Use maps and globes to locate regions and understand basic geographical concepts.
- Explain the relationship between geography, culture, and history.
- Describe holidays, traditions, and customs from different parts of the world, including Lunar New Year celebrations in the United States.
- Compare and contrast cultural practices and traditions from various countries.
- Explain the rights and responsibilities of citizens at the local and state levels.
- Participate in simulated civic activities, such as mock elections or community service projects.
- Describe holidays, traditions, and customs from different parts of the world, including Lunar New Year celebrations in the United States.
- Compare and contrast cultural practices and traditions from various countries.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Discuss how the teacher addresses cultural awareness and diversity within the social studies curriculum.
- Inquire about how inclusivity and equity are promoted in the classroom, especially in the context of social studies content.
- Discuss any strategies or activities that ensure all students feel included and represented.



SOCIAL-EMOTIONAL LEARNING

NYS SEL BENCHMARKS

NEW LEARNINGS & FOCUS AREAS:

- Understand and identify a wider range of emotions in themselves and others.
- Learn strategies for managing and regulating emotions, such as deep breathing or taking short breaks when needed.
- Develop empathy by considering the feelings and perspectives of others.
- Practice active listening and demonstrate a willingness to understand different points of view.
- Learn how to form and maintain positive relationships with peers and adults.
- Develop effective communication skills, conflict resolution techniques, and cooperation in group activities.
- Cultivate resilience by embracing challenges and learning from setbacks. Understand the concept of a growth mindset, where effort and perseverance lead to improvement and success.
- Reflect on personal strengths and areas for growth.
- Set and work towards goals related to social and emotional development.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What interesting things have you learned about yourself and others in your school lessons recently?
- Have you explored different ways to understand how people feel or how to work together with your classmates in your classes?
- "What do you enjoy most about your school experiences? Is there something you'd like to learn more about or explore further?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Recognize and label a wide range of emotions in themselves and others.
- Apply effective strategies for managing and regulating emotions, such as taking deep breaths or using positive self-talk.
- Demonstrate empathy by considering and understanding the feelings and perspectives of others.
- Show active listening skills and an ability to appreciate and respect different points of view.
- Form and maintain positive relationships with peers and adults.
- Exhibit strong communication skills, resolve conflicts in a constructive manner, and collaborate effectively in group activities.
- Approach challenges with resilience, persisting in the face of setbacks.
- Understand the value of a growth mindset, demonstrating a belief in the power of effort and perseverance.
- Identify and articulate personal strengths and areas for growth.
- Set and work towards goals related to social and emotional development.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Inquire about how the teacher promotes student engagement and understanding of SEL concepts.
- Ask about any assessments, observations, or self-reflection activities used to evaluate student growth.
- Ask about opportunities for parents to support and reinforce SEL skills at home.
- Discuss ways parents can align with classroom SEL initiatives for consistent learning

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