

3rd Grade Quarter 1: Syllabus

The chart below outlines the instructional focus per subject for the 1st quarter.
If you have any questions, please reach out to your student's teacher.

English Language Arts/Reading ****See Appendix A for a list of daily recurring standards.***

Students will:

- Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables
- Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words
- Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraphs, combinations, diphthongs, and silent letter combinations
- Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency
- Decode and encode contractions with am, is, has, not, have, would, and will
- Decode and encode words with hard and soft c and g
- Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge
- Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning
- Determine meaning of words using synonyms in context
- Determine meaning of words using antonyms as a clue
- Describe the similarities and differences between related words
- Identify relationships and nuances in word meanings to determine real-life connections between words and their use
- Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word
- Demonstrate content knowledge built during independent reading or informational and literary texts by participating in content-specific discussion with peers and/or through writing
- Determine the explicit or implied main idea and supporting details of a text.
- Explain how supporting details contribute to the main idea, using textual evidence
- Recount or summarize the key ideas from the text
- Establish a purpose before reading literary text to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters
- Describe literary elements within a story, including setting, plot, characters
- Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story
- Explain how the characters' actions and dialogue contribute to the meaning of the story
- Compare and contrast the themes, settings, and plots from two texts
- Explain how text features support details in the text
- Interpret text features used in written and digital formats
- Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.
- Identify statements in informational texts as facts or opinions
- Use prior knowledge and/or details from the text to distinguish fact from opinion. b. Use information gathered from research to evaluate opinions
- Read prose, poetry, and dramas, identifying the literary devices used by the author to convey

meaning. (similes and metaphors)

- Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion
- Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion
- Identify the role of a *noun*, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys
- Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs
- Compose simple, compound, and complex sentences with correct subject-verb agreement
- Identify and correct sentence fragments and run-on sentences
- Identify the subject and predicate of a sentence
- Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence
- Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation
- Avoid plagiarism by using their own words and utilizing digital sources ethically
- Use specific vocabulary to develop a story
- Use transition words and phrases for sentence variety
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Math

Students will:

- Use strategies and properties to add and subtract.
- Fluently add and subtract within 1,000.
- Understand multiplication and division of whole numbers.
- Use patterns and properties to begin building fluency in multiplication with 0, 1, 2, 5, 9, and 10.
- Mixed Addition & Subtraction to 100.
- Multiplication with 0, 1, 2, 5 (*1-digit x 1-digit*).

Social Studies

Students will:

- Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.
- Describe the relationship between locations of resources and patterns of population distribution.
- Recognize functions of the Declaration of Independence and the Constitution of the United States.
- Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.
- Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.

Science

Students will:

- Plan and carry out an experiment to determine the effects of balanced and unbalanced forces on the motion of an object using one variable at a time, including number, size, direction, speed, position, friction, or air resistance (e.g., balanced forces pushing from both sides on an object, such as a box, producing no motion; unbalanced force on one side of an object, such as a ball, producing motion), and communicate these findings graphically.
- Investigate, measure, and communicate in a graphical format how an observed pattern of motion (e.g., a child swinging in a swing, a ball rolling back and forth in a bowl, two children teetering on a see-saw, a model vehicle rolling down a ramp of varying heights, a pendulum swinging) can be used to predict the future motion of an object.
- Explore objects that can be manipulated in order to determine cause-and-effect relationships (e.g., distance between objects affecting strength of a force, orientation of magnets affecting direction of a magnetic force) of electric interactions between two objects not in contact with one another (e.g., force on hair from an electrically charged balloon, electrical forces between a charged rod and pieces of paper) or magnetic interactions between two objects not in contact with one another (e.g., force between two permanent magnets or between an electromagnet and steel paperclips, force exerted by one magnet versus the force exerted by two magnets).
- Obtain and combine information to describe that organisms are classified as living things, rather than nonliving things, based on their ability to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.

Reminders

- We teach the academic standards adopted and approved by the State of Alabama Department of Education. The standards may be found at the website linked [HERE](https://www.alabamaachieves.org/acad-stand/) and may also be found by visiting <https://www.alabamaachieves.org/acad-stand/>.
- A chart listing the curriculum resources is available on the school and district websites.

Appendix A

Below is a list of standards/objectives taught daily as part of our ELA program.

Oral Language	Fluency	Phonics/ Word Analysis	Comprehension/ Vocabulary	Grammar/ Writing
<p>3.1 Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</p> <p>3.1a Elaborate on responses in</p>	<p>3.9 Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in</p>	<p>● 3.7a-e Demonstrate advanced phonemic awareness skills in spoken words.</p> <p>★ 3.8a Decode multisyllabic words with common</p>	<p>★● 3.13 Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background</p>	<p>3.31 Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p> <p>★● 3.32 Apply</p>

<p>conversations and discussions. 3.3 Apply oral literacy skills by participating in a variety of oral language activities. 3.4 Ask and answer questions using complete sentences and grade-level vocabulary. 3.5 Express ideas, opinion, and feelings orally in a logical</p>	<p>and out of context. ★3.10 Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. ★●3.12 Read high-frequency words commonly found in grade-appropriate text accurately and automatically.</p>	<p>syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or <i>schwa</i> syllables. ★3.8b Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. 3.8j Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.</p>	<p>knowledge. ●3.16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. 3.17 Use grade-level academic and domain-specific vocabulary in writing. 3.18 Demonstrate content knowledge built during independent reading of informational and literary text by participating in content-specific discussion with peers and/or through writing.</p>	<p>knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately. R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>
<p>●3.23 Identify and use text features in informational passages to locate information. <i>*This standard is covered weekly in the Science/Social Studies connection texts.</i></p>				