



Third Grade Syllabus

Shawna Ford sford@ems-isd.net

Julie Hollis jhollis@ems-isd.net

Kenna Addington kaddington@ems-isd.net

Conference Period: 9:35-10:25

Third Grade Resources:

- Amplify Texas Curriculum
- Unit Activities Consumable
- Skills Activities Consumable
- Unit Readers
- ST Math
- Zearn

ELAR Reading Goals/Units:

1. **Unit 1: Classic Tales (Aug 17 – Sept 14)** – explain the characteristics of a narrative, including plot and character analysis/identify themes/write an opinion paragraph/review foundational concepts, review long, short, and /r/controlled vowels, compare/contrast of main characters, and analyze character's perspective
2. **Unit 2: Scales, Feathers, and Fur (Sept 15 – Oct 8)** – observe and reflect informational text, review suffixes and root words, alphabetize to the 2nd and 3rd letter, develop sentence structure, identify parts of speech, understand concrete and abstract nouns, identify multiple prefixes, and write an informational paragraph
3. **Introduction and practice with ECRs (Oct 14 – Oct 17)** – utilize prewriting strategies and develop effective Extended Constructed Response
4. **Unit 3: The Human Body (Oct 19 – Nov 11)** – increase vocabulary, build comprehension skills, pluralize regular and irregular nouns, create sentences with subject-verb agreements, develop and order topic, detail, and concluding sentences in a paragraph, identify pronouns, identify prefixes mis and dis
5. **Unit 4: The Ancient Roman Civilization (Nov 12 – Dec 17)** – increase vocabulary, build comprehension skills, identify point of view in text, demonstrate understanding of main idea and key vocabulary, review Rcontrolled vowels and learn spelling patterns for the /ee/ sound, continue developing subject-verb agreement and correct verb tense usage, use suffixes -y, -al, -ist, and ian, write an opinion essay
6. **Unit 5: Flash, Bang, Boom (Jan 6 – Feb 3)** – increase vocabulary, summarize informational text and writing task, create a newspaper article, classify parts of speech, categorize adjectives and adverbs, increase vocabulary using synonyms and antonyms
7. **Unit 7: Astronomy (Feb 4 – March 11)** – understand singular possessive nouns, increase vocabulary, delve into biographies, continue planning an informational writing, revision strategies and checklist, compare facts and opinions, compare two texts, identify and use conjunctions, review suffixes, commas in a series, spelling patterns for /j/, /n/, /ae/, /k/, and /s/
8. **10 Day Countdown to STAAR (March 22 – April 5)** – spiral and review skills previously taught, review expectations and strategies for test taking skills, practice testing in a STAAR format, create SCR and ECR examples in the STAAR format

9. **Unit 8: Learning from the Land (April 7 – April 29)** – learn about Native American culture, review text structures, review possessive and nouns and pronouns, review plural possessive nouns, Schwa spelling patterns, suffixes -ness, -ish, -able, and -ible
10. **Unit 9: Travelers from Other Lands (April 30 – May 14)** – students will learn about North American exploration, linking verbs and words, regular and irregular comparative and superlative adjectives, dictionary skills, prefixes pro and anti, write an opinion piece
11. **Unit 6: Far From Home: A Vikings Journey – (May 17 – 24)** – collaborative grouping, physical activity, character dialogue, geography/vocabulary, write higher level questions, resource collection, understanding the importance of trade, and map reading skills
12. **Poetry** will be introduced 1-2 times per unit – introduction and classification of figurative language, analysis of poems, structure and vocabulary related to poetry, review of sensory language

MATH Objectives

1. Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
2. Module 2: Place Value and Problem Solving with Units of Measure
3. Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
4. Module 4: Multiplication and Area
5. Module 5: Fractions as Numbers on the Number Line
6. Module 6: Financial Literacy and Data
7. Module 7: Geometry and Measurement Word Problems

SCIENCE Objectives:

1. Topic 1: Matter
2. Topic 2: Force and Motion
3. Topic 3: Energy
4. Topic 4: Earth and Space
5. Topic 5: Patterns on Earth
6. Topic 6: Interactions in Ecosystems
7. Topic 7: Organisms

SOCIAL STUDIES Objectives:

1. Topic 1: Community
2. Topic 2: Government and Citizenship
3. Topic 3: Geography
4. Topic 4: Culture
5. Topic 5: Economics
6. Topic 6: History

Student Evaluation:

The grading system for grade level (2 – 5) is as follows:

- 40% daily assignments (formative) and 60% summative assessments
- Homework does not need to be graded; however, it should be reviewed for understanding. At teacher discretion, homework may count for a maximum of 10% of the 40% daily assignment weight.
- A minimum of one daily grade per week should be recorded per core content area. At teacher discretion, there may be a greater number of daily grades; however, as appropriate, there may be weeks in which a daily grade may not be taken in every subject area.
- A minimum of one summative assessment grade per three weeks per content area must be recorded.
- Grades recorded should be reflective of a student's mastery of the TEKS taught during that grading period.
- Official grades will be in Skyward only and can be accessed by students and parents through Family Access.

Classroom Expectations:

- We expect students to remain respectful to others during instruction
- Students are expected to their work independently and turn assignments in on time • Students should follow their grade level **daily** schedule with school beginning at 7:30 am • Students are expected to interact with the teacher and show progress in the learning.

Academic Integrity:

Academic integrity values the work of individuals regardless of if it is another student's work, a researcher, or author. The pursuit of complete learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.