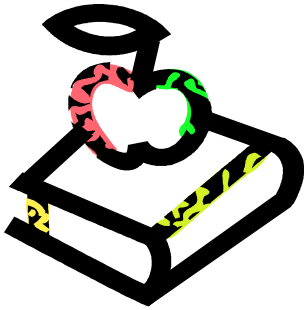


Third Grade Curriculum



Wondering what your child will be expected to know and do in reading, writing, math, art, science, PE and social studies in both English and Japanese? This guide briefly outlines the Oregon standards for each subject at the 3rd grade level. Please do not hesitate to ask your child's teachers if you have questions or would like more information about any aspect of your child's academic program.

CONTENTS:

Literacy	1
Mathematics	2
Art	2
Science	3
Social Studies	4
Physical Education	4

LITERACY BENCHMARKS

READING

- Read aloud 3rd grade material with 90-100% accuracy.
- Read familiar material with natural phrasing, flow and pace.
- Self-correct consistently using phonics, language structure, contextual clues and illustrations.
- Recognize and determine word meaning.
- Use information from pictures, tables of contents, indexes, headings, graphs to assist comprehension.
- Return to text to locate key information and/or details.
- Identify sequence of events, main ideas and details or facts in literary and informational text.
- Retell, summarize and paraphrase what is read.
- Relate new information to personal experiences and previous knowledge.
- Begin to identify cause and effect relationships.
- Extend ideas presented in text with opinions, conclusions and judgments.
- Read and compare two or more texts about a topic or from one genre.
- Read for a sustained period of time (30-45 minutes independently per day).

LITERATURE

- Listen to and experience traditional and contemporary literature from a variety of cultures and genres.

- Choose books for interest and purpose.
- Identify elements of literature such as character, plot, and setting.
- Compare fables and folktales from two or more geo-cultural groups.

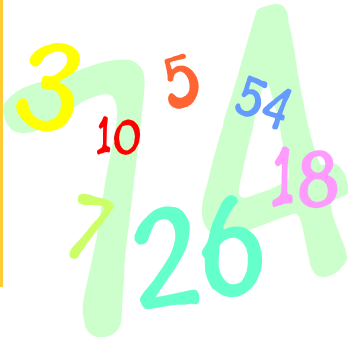
WRITING

- Use prewriting activities to initiate writing (e.g. mapping, listing, webbing.).
- Write a clear and cohesive drafts of multiple sentences with supporting details.
- Transfer information from reading to writing.
- Organize stories with beginning, middle and end.
- Revise writing based on input from self, peers and adults.
- Experiment with adding descriptive words for more colorful writing.
- Use proofreading checklists, word banks and peers to edit own writing.
- Produce a published piece of writing with teacher support at least once per month.
- Write narrative, imaginative, expository and persuasive pieces of writing.
- Begin to research and write to convey a clear understanding of at least two resources.
- Use knowledge of phonics, word patterns, and frequently written words to improve spelling.
- Use legible handwriting.

M A T H

NUMBER & COMPUTATION FOR THIRD GRADE

- Know \pm facts to 18 fluently.
- Fluent with multiplication facts through 9.
- Add and subtract 4-digit numbers mentally and on paper.
- Read, write, order and compare numbers to 9,999.
- Understand, model, read, write, order and compare fractions of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{10}$, $\frac{1}{8}$, and $\frac{3}{4}$.
- Solve addition, subtraction, multiplication and division story problems. Can multiply 2-digit numbers by 1-digit numbers.
- Make reasonable estimates of quantities to 1,000.



GEOMETRY

- Recognize transformation of triangles such as reflections (flips), rotations (turns) and translations (slides).
- Recognize, compare, draw and describe a variety of 2- and 3-dimensional shapes: cube, sphere, rectangular prism, cylinder and pyramid.
- Identify figures that are symmetrical and show how many lines of symmetry.
- Know these terms: side, face, edge, point, line segment, line, parallel, angle, perpendicular, intersection, right angle, congruent, vertex, symmetrical.

ALGEBRAIC THINKING

- Sort and classify objects, shapes and numbers in a variety of ways.
- Recognize, describe and extend number patterns.
- Make generalizations about patterns that help solve problems.
- Given a simple relationship between two quantities, determine one quantity when given the other (e.g. If one person has two eyes, then ten people have 20 eyes.)

MEASUREMENT

- Make reasonable estimates of length, weight and volume.
- Use both English customary and metric units to measure weight, length, volume, area and perimeter and temperature.
- Tell time and determine elapsed time.
- Count sums of money to \$10.00..
- Know the following equivalencies: inches in a foot, feet in a yard, centimeters in a meter, cups in a quart, quarts in a gallon, minutes in an hour, and hours in a day.

STATISTICS & PROBABILITY

- Read and interpret a variety of graphs.
- Construct bar, line and pictographs to display results of surveys or experiments.
- Given a game or activity, predict the likelihood of a particular outcome.
- Determine mode and range of set of data..

PROBLEM-SOLVING

- Communicate mathematical thinking in a variety of ways.
- Use multiple strategies to solve problems.

A R T

CREATE, PRESENT & PERFORM: Apply ideas, techniques and processes in the arts.

AESTHETICS & CRITICISM: Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

HISTORICAL & CULTURAL PERSPECTIVES: Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.



K-3 SCIENCE STANDARDS

LIFE SCIENCE: Understand structure, function, and interactions of living organisms and their environment.

EARTH & SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.

HISTORY & NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates to and clarifies scientific inquiries.

UNIFYING CONCEPTS & PROCESSES: Understand and apply major concepts and processes embedded within all sciences.

PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world.

SCIENCE IN PERSONAL & SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting on personal and social issues.

SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.

SCIENCE & TECHNOLOGY: Understand the interconnections among science, technology and society.

CONTENT STRANDS FOR THIRD GRADE

Changes: Students investigate examples of changes that affect their daily lives. Activities in the unit expand students' understanding of solids, liquids, and gases by exploring changes in state.

Growing Things: Students learn about structures and functions in seeds and plants, explore plant life cycles by growing their own plants, and learn the effect of different factors on plant growth by doing simple experiments.

Rocks and Minerals: Students explore the similarities and differences between rocks and minerals, investigate physical properties of minerals by performing standards mineral field tests, and research and report on the uses of common earth materials.



SCIENCE

PROCESS SKILLS FOR K-5 SCIENCE

OBSERVE: Gather information by using the senses or instruments to note facts or occurrences.

MEASURE: Collect data concerning physical characteristics such as dimension, quantity or capacity.

USE NUMBERS: Count, compute, and communicate quantitative data using figures, letters, words and symbols.

CLASSIFY: Organize objects or events by their attributes.

QUESTION: Identify problems and develop testable statements relating to the problems.

COMMUNICATE: Exchange information and ideas.

DESIGN EXPERIMENTS: Plan and conduct data gathering operations to test hypotheses, answer questions and generate new ideas.

INTERPRET DATA: Find patterns or meaning in experimental results.

DEFINE OPERATIONALITY: Use experiments to develop working definitions of objects or events.

FORMULATE MODELS: Use problem-solving and questioning skills to develop mental models to explain phenomena.

HYPOTHESIZE: Use information and questions to generate statements that predict the likely outcome of an investigation.

INFER: Conclude from evidence and experience.

PREDICT: Declare in advance what is likely to happen, based on experience.

CONTROL VARIABLES: Identify and manage factors that may influence the outcome of an experiment..

Social Studies



THEME - Understanding the City of Portland

SKILLS.CONCEPTS

- Understand key influences and people in Portland history how they have shaped the growth of our community.
- Understand economic concepts and how available resources are allocated.
- Understand key concepts of location; how things got where they are.

HISTORY

- The land and the people (Native Americans).
- Early settlement by non-native people.
- Know about key people and events in region.
- Linking part to present—contemporary Portland.

CIVICS & GOVERNMENT

- Understand key city government and political systems; rights and responsibilities of citizens.
- Understand the organization of city government.

ECONOMICS

- Economic development of Portland, past and present.

GEOGRAPHY—Neighborhoods, rivers and landforms.

Physical Education

MOTOR SKILLS & CONCEPTS

- Perform mature pattern of locomotor movement, starting and stopping on command and in control.
- Travel using different directions, pathways and levels in relation to self, others and objects.
- Demonstrate ability to change directions during group activities while manipulating an object.
- Refine jump rope skills and initiate individual tricks (skier, bell, cross-over, straddle, side/side jump).
- Demonstrate various step patterns and combinations of movements into repeatable sequences (schottische, grapevine, polka)
- Transfer weight from one base of support to another (cartwheel, donkey kick)



- Develop a physical education vocabulary which includes body part identification, spatial awareness, directionality muscle and bone information.

ACTIVE LIFESTYLE

- Identify components of health-related fitness.
- Select and participate in health enhancing activities.
- Choose active alternatives to sedentary activities.

SELF-MANAGEMENT & SOCIAL BEHAVIOR

- Use equipment and space safely and properly.
- Start and stop activity immediately at the signal.
- Begin to demonstrate acceptance of the skills and abilities of others through verbal and non-verbal actions.

The information in this brochure has been assembled by Kathryn Anderson, Richmond principal, for the convenience of our parents and teachers. For information about the Oregon content standards in greater detail, please check the Richmond website at www.richmondjmp.org or the Oregon Department of Education website at www.ode.state.or.us.

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual activity.