

# 3<sup>rd</sup> Grade Course of Study

**\*\*This is a list of all textbooks assigned on the 3<sup>rd</sup> grade grid for all content areas\*\***

## **Language Arts**

- Literacy and Language Guide
- Houghton Mifflin Harcourt Anthologies titled Journeys 3.1 and 3.2 (**you will need 3.2 later in the year**)
- Readers Notebook
- Readers Notebook Teachers Edition
- Performance Assessment
- Performance Assessment Teachers Edition
- Writer's Handbook Writing Handbook
- Zaner-Bloser Handwriting

## **Math**

- My Math Volumes 1 & 2 (**you will need Volume 2 later in the year**)
- My Math Teachers Editions Volume 1 & 2 (**you will need Volume 2 later in the year**)
- Chapter Tests
- Performance Task packet (optional)
- Countdown to SBAC packet (optional)

## **Science**

- Third Grade Science Studies Weekly Discovery Consumable Periodical Handouts
- Online Access
- Teacher Resource Book and or Grade Level Studies Weekly Science Worksheets and Assessments

## **Social Studies**

- California Studies Weekly- Third Grade Consumable Periodical Handouts
- Online Access
- Teacher Resource Book
- Maps, Charts, Graphs

## INTRODUCTION

Third grade students will be building on the skills and academic goals achieved during second grade, at the same time using those skills to develop, explore, and expand their knowledge of the world around them. Third graders are inquisitive problem solvers who are eager to learn as much as they can. This third grade pacing guide offers parents a comprehensive mix of the California Common Core Standards in all academic areas. Parents who follow this grid will have planning flexibility while maintaining content consistency.

## READING

The reading is centered on the Houghton Mifflin Journeys Student Book. You have two anthologies this school year. Students will practice reading three selections each week. Students will work out of the Reader's Notebook weekly to practice comprehension activities, including grammar and word study. Parents will also have the Literacy and Language Guide to teach language arts skills. This book focuses on a workshop approach to reading, writing, and word study.

This year parents will use the Literacy and Language Teacher's Edition to teach paragraph writing, personal narratives, explanatory essays, persuasive essays, and a research report. Students will use the Writing Handbook to reinforce and master these skills. Periodically throughout the year, students will complete Performance Assessments focusing on close reading of complex texts and writing from sources including opinion, response to literature, and research simulation.

Reading is designed to cover approximately two stories per week along with a read aloud story, meant to be read to the student by the parent. The reading level of the selected stories may be above your child's reading level, however, do not be concerned. These stories are designed to create a challenge and foster growth in your child's reading abilities. The stories are meant to be repeated and re-read so your student can gain confidence and security in his or her reading ability, so you will want to read the anchor text story with your child at least two to three times. Remember that the key to a successful reading lesson is to plan ahead. Know the skills you want to focus on and be prepared to model, guide, and instruct your child rather than just assign.

## READER'S NOTEBOOK

Within your Reader's Notebook are sections devoting 12 pages per week to reading, vocabulary, spelling, grammar, and writing.

**Spelling:** For each lesson within the Reader's notebook, there are three spelling pages meant as practice for specific spelling skills. Spelling words are introduced for each story in the student textbook as vocabulary and by the end of the week administer a final

test. Daily plans for teaching spelling are found in the Word Study Section of the Literacy and Language Guide.

**Grammar:** The grammar pages in your Reader's Notebook give support to the grammar skill that is being taught in the lessons as well as teaching language conventions for third grade proficiency. Grammar lessons are found at the end of the lesson's stories in the student book.

**Vocabulary:** Vocabulary is a necessary skill for improving reading accuracy, comprehension, and fluency. Within each lesson, there is a page dedicated to practicing a specific vocabulary strategy. Daily plans for teaching vocabulary are found in the Word Study section of the Literacy and Language Guide.

## ADDITIONAL READING

Aside from reading the textbook, your child should read for a minimum of 30 minutes daily. While the reading stories will most likely be above your child's independent reading level, the level of difficulty of reading is not a set standard. Select some books that will challenge his or her reading ability and some that are easy enough to build self-confidence. Students at this age still enjoy being read aloud to. Parents are encouraged to read books aloud that are well beyond your child's independent reading level. This is a good opportunity for students to hear new vocabulary and for parents to model reading fluency. This is also a good opportunity to incorporate Accelerated Reader into your day. Using the Accelerated Reader program, students choose books to read and then take a test online. Valley Oaks has purchased Accelerated Reader and encourages students and parents to take advantage of this opportunity to provide another avenue to build fluency and comprehension skills in students. Each student also has access to leveled reading (guided reading) on the ThinkCentral website in the Student Resources section.

## WRITING

Writing is a critical component of the curriculum. It can also be one of the hardest areas to teach, and therefore frequently neglected. There are four resources to aid in the instruction of writing: the Student Textbook, the Literacy and Language Guide (Teacher's Edition), the Writer's Handbook, and the Performance Assessments (will be explained in the next section below).

Student Textbook: For each lesson in the student textbook, there are two pages at the very end that give an introduction to the writing lesson that corresponds to their writing assignment that is given from the Literacy and Language Guide. This is great to review with your child before they embark on completing their writing mini lessons.

Literacy and Language Guide: This teacher's guide is designed to focus on a specific type of writing, such as narrative or opinion writing. Included in the book are two mini

lessons that contain instructions for guiding students through the writing process. This is meant to be used in conjunction with the Writer's Handbook.

Writer's Handbook: This resource contains the student pages that correspond to the Writing Handbook Mini Lessons in the Literacy and Language Guide. Please note that the process includes some explanation and then a "We Do" section that is meant to be done together with the parent and "You Do" sections for students to practice independently. Writing instruction takes an enormous amount of modeling. It is reasonable to expect that your student may need lots of guidance (months) before they are able to write completely independently. Practice is the key to success!

One final aspect of writing that is perhaps the most important is feedback. It is crucial that students learning to write receive constructive feedback that illustrates not only what needs improvement, but also what their strengths are.

## PERFORMANCE ASSESSMENT

Periodically students will be taking a break from the reading textbook and completing performance assessments to support students in their writing progress. During these weeks the students will be analyzing a model, practicing a task, and then performing the task by writing a themed essay that includes drafting, revising and editing, and evaluation. These performance assessments are crucial to creating capable writers! The format they follow closely aligns to the format students will see on the state assessments taken each spring. The greatest gift you can give your student is to complete this workbook prior to SBAC testing.

## PLANNING

The following is a sample format with ideas you may want to adopt and modify to fit your lesson plans, as well as your child's needs. A full week in the language arts area of the Houghton Mifflin Harcourt curriculum could be done as follows:

Day 1: Teacher read aloud to model fluency (how to read aloud in a smooth, natural way) and introduce key vocabulary and spelling. To introduce vocabulary, use the Vocabulary in Context pages before each story as well as the Day 1 suggestions from the Literacy and Language Guide. Use the Literacy and Language guide, Day 1, to begin the teaching of Spelling for the week. Introduce the story by reading with your student the Read and Comprehend page before the story, including the 'Preview the Topic' page, to give your student a purpose for reading and to build on your child's prior knowledge. Have him or her make predictions based on the story title and illustrations. Complete the grammar lesson found at the end of the two stories in the student book. Complete two to three pages of the Reader's Notebook including work in vocabulary, spelling, and grammar.

Day 2: Re-Read the story with your child. On day 2, take turns reading aloud and make a point of discussing the story. Ask your child questions that will make him think (details, inferences, cause/effect). After reading, complete mini lesson that corresponds to the story found in the Literacy and Language Guide. Review grammar focus in student book and complete one or two more practice pages in the Reader's Notebook. Complete spelling practice page in Reader's Notebook and/or Day 2 suggestions for teaching from the Literacy and Language Guide. Complete Day 2 of the Vocabulary Lessons in the Literacy and Language Guide. Preview the writing lesson found in the student textbook.

Day 3: Allow your child to read the story independently and have him or her use the Reader's Guide in the Reader's Notebook to help with comprehension. Complete corresponding grammar practice page and the spelling practice page in Reader's Notebook. Complete vocabulary lesson from the Literacy and Language guide as well as the Spelling lesson. Complete the writing lesson from the student book and the corresponding practice page in the Reader's Notebook.

Day 4: Read with your child the follow-up story that comes after the main story in the student book. After reading, complete mini lesson that corresponds to the story. Instructions for the mini lesson are found in the Literacy and Language Guide. Complete corresponding grammar practice page and the spelling practice from the Literacy and Language Guide or Reader's Notebook. Begin the writing mini lesson from the Literacy and Language Guide and the Writer's Handbook.

Day 5: Optional re-read of the follow-up story. Complete corresponding grammar practice page in the Reader's Notebook. Give spelling test. Complete writing mini lesson to complete writing assignment, using the Literacy and Language Guide, as well as the Writing Handbook's corresponding pages.

Days 1 through 5: Complete phonics practice and vocabulary lessons using the Literacy and Language Guide.

Access the Student Resources from the ThinkCentral website and use the guided reader's for additional fluency practice.

## KEYBOARDING

Keyboarding has become a critical skill for students. In this digital age knowing how to quickly put thoughts into words using a keyboard or digital device is necessary to support learning. By 3rd grade students should be familiar with the location of all letters on the keyboard, know how to space between words and sentences correctly, and how to make capitals and end marks. Students should also work towards increased speed and accuracy while typing multiple sentences and/or paragraphs.

# MATHEMATICS

Our school-wide recommended curriculum for math is McGraw-Hill's My Math. The chapters in the book cover place value, adding/subtracting, multiplication, division, patterns and sequences, fractions, decimals, customary and metric measurement, perimeter, area, and geometry. The curriculum offers an abundance of practice to support mastery of concepts. Digital resources are available for students and parents (including a teacher edition) and access codes can be obtained from your resource teacher. Parents should spend adequate time on instruction and check for understanding prior to student's independent practice. Manipulative kits are also available for check out as needed.

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Course Domains and Objectives

### **Operations and Algebraic Thinking**

- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

### **Number and Operations - Fractions**

- Develop understanding of fractions as numbers.

### **Measurement and Data**

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objectives.
- Represent and interpret data.

- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

## Geometry

- Reason with shapes and their attributes

## SCIENCE

Studies Weekly- Each unit centers on a guiding question, which helps students answer the “why” and wonder of science. The science curriculum utilizes the five Es and your students will Engage, Explore, Explain, Elaborate and Evaluate all aspects of science. Student-centered learning activities, experiments, and demonstrations challenge your student to test predications, find solutions, draw conclusions, and display their knowledge and skills.

**Studies Weekly** is standards-based consumable textbook that takes your students deeper through primary sources paired with a robust online platform.

**Science Text-** Each grade level comes with weekly printed periodicals and an optional grade level Science Worksheet and Assessment Packet.

**Online Support:** Online support includes the student text, Teacher Resources, interactive activities, assessments, and printable worksheets.

[www.studiesweekly.com](http://www.studiesweekly.com)

## SOCIAL STUDIES

California Studies Weekly- **Studies Weekly** is a standards based consumable curriculum for teaching K-6 Social Studies in printed periodicals and online so your students can learn anywhere, anytime.

\*Plan ahead in using the activities you want to emphasize with your child, as well as the pace. Also, remember that our community is full of real-life examples of Social Studies, and it would be excellent if you could bring some of those resources and experiences into your child’s learning of the concepts (e.g., go to the Veteran’s Day Parade downtown when you are teaching your child about that holiday, or when you are learning about money, arrange a tour of a bank). Remember that there is a lot more to teaching Social Studies (and all subjects) than just completing a worksheet. The quality of the lessons is up to you!

**Social Studies Text-** Each grade level comes with weekly printed periodicals. It is a hands-on curriculum where they can highlight, take notes and complete learning strategies right on the publication. They also can cut up and incorporate their publications into multiple assignments and activities

**Online Support:** Online support includes the student text, Teacher Resources, interactive activities, assessments, and printable worksheets. Every student has access to their robust online platform, where they delve deeper into history through 100K+ primary source images and videos. Students can also access their audio reader, highlighting tools and rewards system.

Map Skills – gives students a basic knowledge of reading and interpreting maps as well as the skills necessary to do so.

## ART

While Art is an enrichment subject, it is always a favorite of young students. Art ideas are scattered throughout the reading and history anthologies and give both art appreciation lessons as well as creative projects. We do have a collection of seasonal projects if you would like additional activities and numerous books on artists and art appreciation in our library and MESH drawers.

## ENRICHMENT

You will want to take advantage of the many field trips that are offered throughout the school year. Trips are planned regularly so watch your newsletter for any excursion that you feel will be appropriate for your child or that peaks your interest.

## MULTIMEDIA

Be sure to ask your resource teacher about videos, tapes, CD's and software that may be applicable to your course of study. In addition, there are numerous websites that offer educational challenges for your child.

## Language Arts

Houghton Mifflin Journeys

[www.k6.thinkcentral.com](http://www.k6.thinkcentral.com)

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## Math

McGraw-Hill My Math

[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)

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## Science

Studies Weekly

<https://www.studiesweekly.com>

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## History

Studies Weekly

<https://www.studiesweekly.com>