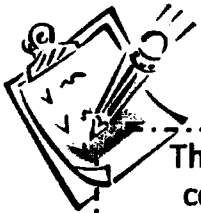




RCSD Henry Lomb School No. 20

Grades K-6

Grade Level Expectations



This document was designed to provide an emphasis on the importance of the mastery of key concepts and skills taught at various grade levels in order to support the successful learning path of students. It is not a replacement of the New York State Performance Standards, nor is it supplemental and it does not include all of the standards taught for each subject. It merely highlights many important grade level skills and concepts that are essential and build upon one another as students progress through elementary school (K-6). Mastery of the skills included are indicators that students are prepared for the next grade level of instruction and will be more likely to meet and/or exceed the National, New York State and District Learning Standards.

RCSD School No. 20 Grade Level Expectations

Third Grade

Welcome to third grade! This is a very exciting time for both you and your child - a year of new horizons and possibilities. The major goal of third grade is working independently. This year, and increasingly in fourth and fifth grades, kids move from "learning to read" to "reading to learn," and from "learning to write" to "writing to communicate." Encourage your kids to read, read, read; and afterward to talk, talk, talk, about the stories. The third grade shift in reading runs directly parallel to a change in writing, as kids now expand their early skills into paragraphs, short essays and stories that make a point. In math, they fully master addition and subtraction of numbers between 0 and 12; and they will move on to understand and use multiplication, early fractions, and even some decimals. Teachers will still guide them closely, but they'll be introducing another goal too: working independently. To meet these goals, the third graders undertake a rigorous curriculum which meets and exceeds the standards set by the New York State Department of Education. The education of students is a responsibility shared by both educators and parents. Therefore, Parents should be aware of what is expected of their child. This sheet contains an overview of the essential skills and concepts in Reading, Writing, Math, Science and Social Studies that students will need to master by the end of the year to be considered proficient. These expectations were developed by the Teachers and Administrators at RCSD Henry Lomb School No. 20.

Reading

- DRA reading level 38 or above (w/comprehension & decoding)
- Fluency rate at least moderate
- Reads independently for 30 - 35 minutes
- Knows how to respond in some way
- Knows how to choose books on their independent reading level
- Exposed to different genres (reference books, magazines, newspapers etc.) & aware of differences
- Aware of story elements (main idea, plot, sequence of events ...)
- Uses reading strategies
- Research skills (internet/encyclopedia)

Writing

- Writes in complete sentences
- Writes with voice & mood
- Uses transitional phrases
- Appropriate use of capitalization and punctuation
- Knows spelling patterns (cvc, cvcc)
- Basic paragraph structure
- Knows how to edit & revise
- Cursive writing

Math

- Addition & subtraction facts to 18
- Multiplication & Division facts 0 to 12
- Problem solving skills (chooses correct operations/word problems)
- Provides verbal & written explanations for strategy selection
- Place value to 1000
- Greater than, less than to 1000
- Fractions whole vs. part, ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ & $\frac{1}{10}$)
- Regrouping (addition & subtraction, 3 digits across zeros)
- Math vocabulary (sum, difference, equation, expression, product, factor, product quotient, operation)
- Identifies properties of addition, (commutative) multiplication, zero & identity
- Rounds off to tens, hundreds
- Read and interprets data in graphs, charts and tables

RCSD School No. 20 Grade Level Expectations

Third Grade

Science

- Measure, compare and record physical properties of objects using: Standard (metric) and nonstandard units
- Use appropriate tools (rulers, thermometers, pan balances, spring scales, graduated cylinders, beakers)
- Describe and compare the physical properties of matter (size, shape, mass/weight, volume, flexibility, luster, color, texture, hardness, odor)
- Observe and describe different ways in which heat can be released (burning, rubbing (friction), or combining one substance with another)
- Observe, identify, and describe a variety of form of energy (sound, heat, mechanical, chemical, electricity)
- Knows how simple machines help us move objects
- Describe how all living things grow, take in nutrients, breathe, reproduce and eliminate waste.
- Describe how plants must be adapted to their environment in order to survive. Recognize that traits of living things are both: Inherited (color of flowers, eye color). Learned/acquired (riding a bicycle, having scars)
- Collects & organizes data
- Represents data and results in more than one way (tables, graphs, drawings, diagrams, creative writing)
- Uses facts to support conclusions

Social Studies

- Land forms
- New York State History
 - Significant cities
 - Waterways
 - Resources
 - Erie canal
- Government
 - Supply/demand
 - Resources
 - Entrepreneur
 - Economics