

**Lake Villa Community Consolidated School  
District #41**

**3rd Grade  
Learner Objectives**

**T**he mission of Lake Villa School District #41 is to instill in all students the knowledge and skills necessary to thrive as lifelong learners; confident, cooperative and responsible citizens; and prepared to meet the challenges of the future.

The following learner objectives are aligned with the Illinois State Learning Standards:

**LANGUAGE ARTS**

**Read with Understanding and Fluency**

- Use synonyms and antonyms to define words
- Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material
- Make connections from text to text, text to self, text to world
- Identify genres of fiction and non-fiction
- Identify genres of poetry
- Continuously check and clarify for understanding (e.g., reread, read ahead, ask questions, use visual and context clues) during reading
- Summarize or retell information from a text
- Read age-appropriate material aloud with fluency and accuracy
- Use evidence in text to form questions and verify predictions
- Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, inferring, evaluating)
- Make comparisons across reading selections (e.g., themes, topics, story elements, characters)
- Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information
- Recognize how illustrations reflect, interpret, and enhance the text

**Read with Understanding and Fluency Continued:**

- Interpret text information gathered from diagrams, graphs, or maps before, during and after reading
- Interpret age-appropriate figurative language
- Respond to analytical and interpretive questions based on information in text
- Use information in text or illustrations to generate questions about the cause of a specific effect
- Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text
- Use information in text to recognize differences of opinion
- Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color)

**Read and Understand Literature Representative of Various Societies, Eras and Ideas**

- Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books
- Define unfamiliar vocabulary
- Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution)
- Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor)
- Recognize that prose is written in sentences and organized in paragraphs
- Investigate literature from a variety of time periods/cultures/genres
- Re-enact/role play/retell (e.g., stories, songs, poems, plays)
- Make a reasonable judgment with support from the text
- Support plausible interpretations with evidence from the text

**Listening and Speaking**

- Follow oral and written multi-step directions
- Speak using appropriate language conventions (taking turns, pace, clarity)
- Present information in a logical manner
- Communicate main ideas
- Answer open-ended questions
- Confirm understanding by paraphrasing

**Listening and Speaking Continued:**

- Respond to fiction, nonfiction, poetry using interpretive, critical and evaluative processes
- Develop and present an oral presentation related to a specific topic

**Writing**

- Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words in context
- Spell all kindergarten through third grade high frequency words
- Identify parts of speech – nouns (common, proper, plural, possessive), pronouns, verbs (correct tense), and adjectives
- Use pronouns appropriately
- Use consistent verb tense in sentences
- Use the correct form of all regular verbs
- Identify and understand base words, prefixes, and suffixes
- Identify and understand homonyms, synonyms, and antonyms
- Use and write contractions
- Use end punctuation, commas, and quotation marks
- Write in complete sentences – subject/predicate, simple and compound, combine sentences, and subject and verb agreement
- Vary sentence structure
- Use prewriting strategies to generate and organize ideas
- Develop a clear focus and voice
- Include specific details to support major points
- Connect ideas to create depth
- Write with descriptive language
- Use paragraphs for major points
- Use transitions to connect sentences and paragraphs
- Write an expository text with an introduction including a clear purpose, voice, focus, support, and a conclusion relating to the topic

**Researching and Presenting**

- Recognize different types of writing –: expository, persuasive, narrative, friendly letter, poetry
- Use print and electronic resources to gather information for a specific purpose
- Use reference materials to support and extend meaning of words
- Use a variety of resources to assist in word choice and spelling
- Interpret information using diagrams, charts, and graphs

## MATH

### Number Sense

- Extend initial understanding of place value and the base-ten number system using multiple models
- Describe numeric relationships using comparison notation
- Use cardinal and ordinal numbers appropriately
- Recognize and explain the concept of odd and even numbers
- Describe parts of a set using  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$
- Represent, order, label, and compare unit fractions using concrete materials
- Represent, order, and compare whole numbers to demonstrate an understanding of the base-ten number system
- Recognize equivalent representations of whole numbers and generate them by composing and decomposing numbers (e.g.,  $123 = 100 + 20 + 3$ )
- Judge the size of fractions using models, benchmarks, and equivalent forms
- Represent, order, label, and compare familiar fractions
- Recognize and generate equivalent forms of familiar fractions
- Explore and discuss uses of decimals
- Represent, order, and compare decimals to demonstrate understanding of the place-value structure in the base-ten number system
- Represent fractions as parts of unit wholes, as parts of a set, as locations on a number line, and as divisions of whole numbers
- Explore numbers less than zero by extending a number line and through familiar applications
- Solve two-step addition and subtraction number sentences and word problems
- Explore multiplication and division through equal grouping and equal sharing of object
- Connect repeated addition to multiplication
- Demonstrate fluency with basic addition and subtraction facts
- Show and use the relationship between multiplication and division

### Math Continued:

- Demonstrate and describe the effects of multiplying and dividing whole numbers using appropriate mathematical notation and vocabulary
- Explore, identify, and use relationships between and among properties of operations (e.g., commutativity applies to addition but not to subtraction)
- Demonstrate fluency with basic multiplication and division facts
- Solve multiplication and division number sentences and word problems
- Apply knowledge of basic multiplication facts
- Select and use one of various algorithms to add and subtract
- Describe classes of numbers according to characteristics such as factors and multiples
- Solve multi-step number sentences and word problems using whole numbers and the four basic operations
- Select and use one of various algorithms to multiply and divide
- Explain and use mental math strategies to solve simple addition and subtraction problems
- Estimate sums and differences of one- or two-digit numbers
- Analyze situations to determine whether exact numbers or estimates are appropriate
- Develop and use strategies (i.e. rounding) to estimate the results of whole-number computations and to judge the reasonableness of such result
- Select appropriate methods and tools for computing with whole numbers from mental computation, estimation calculators, and paper/pencil according to the context and nature of the computation and use of the selected method or tool
- Determine whether exact answers or estimates are appropriate for solutions to problems
- Develop and use strategies (e.g., compatible numbers, front-end estimation) to estimate the results of whole-number computations and to judge the reasonableness of such results
- Compare unit fractions, using manipulatives, to solve problems

### Math Continued:

- Describe the relationship between two sets using ">", "<", and "=", "1"

### Measurement

- Identify the type of measure (e.g., weight, height, volume, temperature) for each measurable attribute
- Measure objects using standard units
- Tell time using an analog clock
- Describe relationships within units of time, money, and length
- Count, compare, and order sets of unlike coins
- Show equivalent amounts of money
- Explore and explain making change using manipulatives
- Explain the need for using standard units for measuring
- Measure objects using standard units in the U.S. customary and metric systems
- Perform simple unit conversions within a system of measurement (e.g., three feet is the same as a yard)
- Show and explain perimeter of an object by measuring and adding its linear units
- Show and explain the area of an object by counting square units
- Estimate elapsed time for a given task
- Estimate standard measurements of length, weight, and capacity
- Estimate the amount of money needed to make purchases
- Estimate perimeter of simple polygons
- Select an appropriate unit and tool for measurement
- Explore and describe perimeter and area of real objects
- Solve problems using money and time
- Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, and temperature
- Determine elapsed time between events
- Solve problems using perimeter and area of simple polygons
- Make change from a given amount using bills and coins

**Math Continued:**

- Recognize, describe, and extend geometric and numeric patterns

**Algebra**

- Extend numeric patterns involving addition and/or subtraction (e.g., 1, 3, 5, ... what are the next two terms?)
- Describe missing units in a pattern
- Analyze growing patterns
- Extend geometric and simple numeric patterns using concrete objects or paper and pencil
- Represent the idea of a variable as an unknown quantity using a letter or a symbol in a numerical sentence
- Express mathematical relationships using equations
- Identify a number pattern, both increasing and decreasing, and extend the number sequence
- Determine the missing numbers) in a complex repeating pattern
- Describe a pattern with one operation, verbally and symbolically, given a table of input/output numbers
- Create a table that describes a function rule for a single operation
- Demonstrate, in simple situations, how a change in one quantity results in a change in another quantity (e.g., increase the measure of the side of a square and the perimeter increases)
- Solve word problems involving unknown quantities
- Apply the relationship of addition and subtraction families to solve for an unknown quantity
- Apply the relationship of multiplication and division fact families to solve for an unknown quantity
- Demonstrate how to select and use appropriate operation to solve problems involving patterns (e.g. same one penny on day 1, double that amount each day for 10 days)
- Solve one-step linear equations using concrete materials
- Solve one-step linear equations with one missing value in isolation and in problem solving situations

**Math Continued:****Geometry**

- Perform translations (slides), reflections (flips), and rotations (turns) with concrete objects
- Create and complete shapes that have line symmetry
- Specify locations using a coordinate system
- Predict and describe the results of translations, rotations, and reflections of two-dimensional shapes
- Identify, draw, and build polygons
- Identify, draw, and label lines, line segments, rays, parallel lines, intersecting lines, perpendicular lines, acute angles, obtuse angles, right angles and acute angles, obtuse, right, scalene, isosceles, and equilateral triangles
- Read and plot ordered pairs of numbers in the positive quadrant of the Cartesian plane
- Describe paths and movement using coordinate systems
- Differentiate between polygons and non-polygons
- Identify objects that are congruent
- Compare and contrast attributes of two- and three-dimensional objects using appropriate vocabulary
- Decompose a three-dimensional object into two-dimensional components
- Describe the difference between congruence and similarity
- Describe a motion or a series of motions that will show that two shapes are congruent
- Identify and build a three-dimensional object from two-dimensional representations of that object
- Determine congruence and similarity of given shapes

**Data Analysis**

- Make and test conjectures about mathematical properties and relationships and justify the conclusions
- Organize and interpret simple data displays such as pictographs, tallies, tables, and bar graphs
- Make predictions from simple data
- Organize, describe, and make predictions from existing data

**Math Continued:**

- Represent data using tables and graphs such as tallies and bar graphs
- Describe the important features of a set of data displayed by a graph
- Determine the median of data on a graph
- Arrange given data in order, least to greatest or greatest to least, and determine minimum value, maximum value, range, mode, and median for an odd number of data points
- Gather data by creating and using interview questions
- Identify and discuss likely, unlikely, and impossible probability events
- Communicate and display results of probability events in order to make predictions of future events
- Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible
- Explain probability as a fractional part of a group to the whole group (e.g., A tossed coin can land on heads or tails; therefore, it should land on heads 1/2 of the time.
- Make predictions based on the results received from a probability experiment
- Create and perform a probability experiment (e.g., a penny is flipped 100 times) and record the results
- Describe the probability of an event using terminology such as "5 chances out of 8"

**SOCIAL SCIENCE****Overall Theme: Communities****Integrated Units:**

- Lake Villa
- Chicago
- Other selected U.S. cities will be compared with global communities
- Focus of each unit will include:
  - structure of local, state, and national government
  - transportation
  - technology/communication
  - production of goods
  - map and globe skills
  - current events

## SCIENCE

### Inquiry

- Ask questions
- Develop plan to answer questions
- Make observations
- Conduct investigations
- Arrange data
- Describe patterns
- Design fair tests

### Design Technology

- Use the design process to solve problems

### Life/Health: Investigating Ecosystems

- Food webs and food chains
- Interactions within ecosystems
- Adaptations within ecosystems
- Investigation of insects and their role within ecosystem

### Physical: Chemical Tests

- Students develop scientific skills as they explore the basics of chemical analysis
- Introductory experiences involve exploring the properties of mystery powders
- Additional experiments include solubility, filtration, evaporation, and crystallization

### Sound

- Investigate sound as a vibration
- Investigate pitch and loudness
- Observe the transmission of sound through different substances
- Apply knowledge about sound to design and build musical instruments
- Understanding how heat and light travel

### Earth: Patterns of Change

- Sun-Moon-Earth
- Investigate earth in the solar system in relation to other planets in regards to their orbit, rotation, and revolution
- Compare and contrast earth to other sky objects
- Describe the patterns of motion of planets, moon, and other objects in the solar system (day and night, moon phases, rotation and revolution, seasonal change)
- Procedures during group physical activities

## PHYSICAL EDUCATION

- Demonstrate safe movement in physical activities
- Demonstrate control when performing fundamental locomotor and manipulative skills
- Identify characteristics of health-related fitness; engage in physical activity that causes increased heart rate, muscle strength, and range of movement
- Understand spatial awareness and relationships to objects and people
- Describe immediate effects of physical activity on the body
- Identify characteristics of health-related fitness; engage in physical activity that causes increased heart rate, muscle strength and range of movement
- Identify realistic health-related goal
- Works independently and cooperatively to accomplish an assigned task
- Follow directions

## MUSIC

- Melody: high/low sounds; up/down movement; relatively matched pitch; steps; repeated tones
- Harmony: with and without accompaniment
- Rhythm: perform rhythm patterns; notation
- Form: verse, refrain; ABA form
- Tone Color: instrument families: Identify by sight and sound four instruments per family; rhythm instruments; Orff instruments; recorder; piano; environment sounds
- Dynamics: mezzo piano/mezzo forte
- Create/Direct: conducting in 2,3,4,6; compose a song using notation and staff letters; know the difference between composer/conductor/ensemble
- Composers: students will listen to their music and know general information about different composers
- Songs: different songs will be selected from the categories of patriotic, folk, multi-cultural, spirituals, and popular
- Performance: know terms and stage presence; perform in casual and formal situation

## TECHNOLOGY

- Use and understand terms; login, cursor, edit, word processor, hardware, software, network, e-mail, directory, copyright, software piracy, file, retrieve, telecommunication, multimedia, and desktop publishing
- Identify basic hardware components: keyboard, mouse, monitor, printer, hard and floppy drive, disk, CD-Rom, file server, RAM
- Demonstrate appropriate care and use of hardware
- Identify functions and advantages of word processing, telecommunications, and multimedia
- Demonstrate ability to access and exit software; ability to manage and organize files
- Demonstrate appropriate use, respecting privacy, follow security rules of District 41, and obey copyright laws
- Demonstrate basic touch typing skills, which include use of keyboard, proper hand placement, fingers on home row, identify key reaches, use proper body position, and use short/quick strokes
- Word processing skills: create and save new document; open, view, format, edit, and print
- Demonstrate appropriate use of login name, networking, multimedia, and telecommunications skills
- Demonstrate appropriate information management skills

## ART

- Identify organizational principles in works of art: such as composition, balance, unity, pattern, rhythm
- Identify and describe how sensory elements communicate ideas in works of art
- Compare and contrast sensory elements and organizational principles
- Identify and describe how the arts portray universal themes such as celebrations, seasons, transportation, and patterns
- Identify and describe how the arts tell a story about people and times
- Identify how various media and tools interact to produce works of art and how materials and equipment combine
- Creates visual works of art