

# HAZELWOOD SCHOOL DISTRICT REFRIGERATOR CURRICULUM

By the end of the school year, a **third grade** student . . .

## Reading

- ◆ Reads fluently and accurately at or above level 38 (P)
- ◆ Develops vocabulary through grade level text using synonyms, antonyms, context clues, glossary and classroom discussion
- ◆ Explains examples of sensory details and figurative language

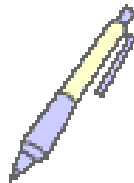


## Reading Comprehension

- ◆ Uses background knowledge and examples from the text to improve comprehension and/or interpretation (**Making Connections**)
- ◆ Asks and answers different types of questions; uses text to support answers (**Questioning**)
- ◆ Makes multi-sensory images that go beyond the text (**Visualizing**)
- ◆ Identifies key idea(s) and supporting details (**Determining Importance**)
- ◆ Knows when he/she is having difficulty while reading and uses meaning, syntax or visual strategies to solve it (**Monitoring Comprehension**)
- ◆ Identifies author's purpose, makes predictions, infers meaning, and draws conclusions before, during, and after reading a text (**Inferring**)
- ◆ Retells elements of the text, events, cause and effect (**Retelling**)

## Writing

- ◆ Uses writing process independently: prewrite, write, revise, edit, final copy and publication
- ◆ Writes three legible paragraphs with main idea and three supporting details within given margins
- ◆ Uses the six writing traits: content, organization, sentence fluency, word choice, voice and conventions
- ◆ Capitalizes months, titles of people, greetings and closings of a letter
- ◆ Uses commas in the greeting and closing of a letter
- ◆ Uses adverbs and verbs that agree with the subject
- ◆ Correctly spells simple compounds, homophones, contractions, and words with affixes; uses classroom resources to check spelling



## Media Messages

- ◆ Identifies intended messages conveyed through oral and visual media

## Listening and Speaking

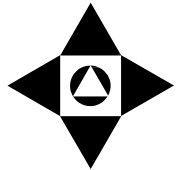
- ◆ Listens to distinguish fact from opinion
- ◆ Listens to directions to complete three-step tasks
- ◆ Speaks clearly and stays on topic using appropriate volume and space
- ◆ Gives clear three-step oral directions

## Informational Literacy

- ◆ Formulates key words and questions to investigate topics
- ◆ Identifies and uses text features in fiction, non-fiction and poetry
- ◆ Informally gives credit to other's ideas, images, and information

## Math

- ◆ Develops fluency with basic facts for multiplication and division facts through 12x12
- ◆ Reads, writes and sequences numbers to 1,000
- ◆ Extends growth patterns and change over time
- ◆ Translates between 2-D and 3-D shapes
- ◆ Finds perimeter and area of shapes
- ◆ Conducts surveys, collects, and represents data
- ◆ Tells time to the nearest 5 minutes
- ◆ Determines change from \$5.00
- ◆ Measures using standard and metric units
- ◆ Uses multiple strategies to solve problems



## Science

- ◆ Uses the experimental design to conduct a simple experiment with teacher assistance
- ◆ Identifies variables in experiments
- ◆ Interprets data and constructs a reasonable conclusion
- ◆ Identifies patterns in the sky



## Social Studies

- ◆ Uses cardinal directions and map key
- ◆ Locates city, state, and state capital on a political map
- ◆ Uses a timeline to show order of events
- ◆ Knows why colonists came to America and describes colonial life
- ◆ Knows St. Louis history and identifies major landmarks in St. Louis

