

A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom. We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a **summary** of grade level learning expectations for Language Arts, English Language Learners, Mathematics and Science. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here **summarize** the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:
www.azed.gov/standards-practices/.

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by well-trained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan, phxschools.org/district/about/strategic-plan/.

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

3rd GRADE

Learning Expectations



WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



English Language Arts



English Language Learners



Mathematics



Science

Inspiring Every Child to Achieve

PHOENIX#1
Elementary School District



Curriculum and Instruction

2019-2020



English Language Arts

Reading, Writing, Language, Listening and Speaking - Includes Fiction and Non-Fiction

By the end of the school year, students should:

- Read closely to determine the main idea and supporting details of a text
- Ask and answer questions to demonstrate understanding of a text
- Cite evidence from the text when answering questions
- Compare the most important points and key details presented in two texts on the same topic
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Distinguish their own point of view from that of the narrator or those of the characters
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic
- Write opinion pieces on topics using facts and details to support a point of view
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Conduct short research projects that build knowledge about a topic
- Engage in classroom discussions
- Distinguish the literal and nonliteral meaning of words
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking



English Language Learners

Oral Language

By the end of the school year, students should:

- Express orally his or her own thinking and ideas
- Identify and apply conventions of Standard English in his or her communications
- Listen actively to the ideas of others in order to acquire new knowledge

Reading

By the end of the school year, students should:

- Demonstrate understanding of print concepts of the English language

- Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts
- Acquire English language vocabulary and use it in relevant contexts
- Analyze text for expression, enjoyment, and response to other related content areas
- Read with fluency and accuracy

English Grammar, Structure and Usage

By the end of the school year, students should:

- Use the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions and interjections
- Use the following grammar skills: phrase and clause construction, sentence construction, questions, agreement, questions and phonology link
- Speak and write in both simple and complex sentences using regular and irregular subjects and verbs while incorporating a variety of sentence structures that reflect their understanding of tense, subject-verb agreement, and parts of speech
- Express themselves in colloquial and written forms that reflect their growing familiarity with different writing genres (expository, narrative, and research) as well as nuances in social interactions (asking directions, making invitations, offering suggestions) and by asking and responding to instructional questions, presenting narratives, and preparing and giving oral reports

Writing

By the end of the school year, students should:

- Express his or her thinking and ideas in a variety of writing genres
- Identify and apply conventions of Standard English in her or her communications
- Use the steps of the writing process as a writing piece moves toward completion
- Integrate elements of effective writing to develop engaging and focused text
- Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks

NOTE: Instruction will vary based on student's language level: Pre-Emergent, Emergent, Basic or Intermediate.



Mathematics

Operations and Algebraic Thinking (OA)

By the end of the school year, students should:

- Represent and solve problems involving multiplication and division
- 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 in Base Ten (NBT)

By the end of the school year, students should:

- Use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations—Fractions (NF)

By the end of the school year, students should:

- Develop understanding of fractions as numbers

Measurement and Data (MD)

By the end of the school year, students should:

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- 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 (G)

By the end of the school year, students should:

- Reason with shapes and their attributes

Mathematical Practices (MP)

By the end of the school year, students should:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



Science

Third Grade Science Learning Modules

- Matter and Energy
- Structures of Life
- Solid Earth

Science as Inquiry

By the end of the school year, students should:

- Understand the scientific process
- Conduct a simple investigation related to the properties of rocks
- Identify patterns in the world around them

History and Nature of Science

By the end of the school year, students should:

- Recognize science contributions of others
- Understand that science involves asking questions

Personal and Social Perspectives in Science and Technology

By the end of the school year, students should:

- Identify science and technology occupations
- Identify, design and construct a solution to a common problem in the community
- Describe how technology contributes to solve problems

Life Science

By the end of the school year, students should:

- Describe cause/effect relationships in a living system
- Trace life cycles of organisms
- Describe basic characteristics of plants and animals
- Recognize that component parts make up the human system
- Explain interaction of living and non-living components
- Construct classification systems of organisms

Earth and Space Science

By the end of the school year, students should:

- Identify the layers of the Earth
- Describe the different types of rock and how they are formed
- Classify rocks based on physical properties
- Compare rapid and slow processes that change the Earth's surface
- Describe the role water plays in altering the Earth's surface features
- Describe how currents and wind cause erosion and land changes
- Describe the distribution of water on the Earth's surface

August 1, 2019

Dear Family and/or Guardian of Third Grade Students:

The Phoenix Elementary School District staff is committed to working with you to ensure that your child receives the best education possible. The Arizona State Legislature also recognizes the importance of ensuring that your child learns the basic skills necessary to be a successful student.

With that in mind, the Legislature enacted ARS §15-701 in 2010 which requires all students in third grade to read proficiently before being promoted to fourth grade. This legislation is commonly known as *Move on When Reading*.

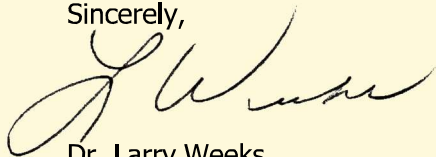
Specifically, the law states:

"A requirement that a pupil not be promoted from third grade if the pupil obtains a score on the reading portion of the English Language Arts (ELA) AzMERIT test that demonstrates that the pupil is reading far below the third grade level."

Your child is currently in third grade and will be under the requirements of *Move on When Reading* before they can be promoted to fourth grade. I encourage you to continue to work with your child's current teacher to ensure that they acquire all the skills and strategies they need to be a successful reader. At your child's parent/teacher conferences, ask the teacher to show you examples of your child's school work and ELA/reading test results. Both our district Galileo Benchmark test and the state AzMERIT test are given on-line. Students need to be able to read and answer questions on a computer. This information will help you know that your child is reading on grade level or needs additional support before they complete the AzMERIT test in April 2020.

We look forward to working together to ensure that your child and every child in the Phoenix Elementary School District #1 becomes a successful reader.

Sincerely,



Dr. Larry Weeks
Superintendent

