

Resources

Your child's teacher is the best source of information about what is being taught in the classroom. Ask for examples of work that is being done in the classroom. Ask questions such as: Does this work meet the standard? How can I help my child improve? Are there specific resources you would recommend?

You can find many resources online. Some of the sites you may wish to explore for more information include the following:

Office of Catechetical Formation and Education website: www.ocfecleveland.org

National Catholic Education Association: <http://www.ncea.org/>

The Common Core State Standards website: www.corestandards.org

U.S. Department of Education's Parent page: www2.ed.gov/parents

Ohio Department of Education: education.ohio.gov

Achieve the Core: achievethecore.org

The National Council of Teachers of Mathematics: <http://www.nctm.org/>

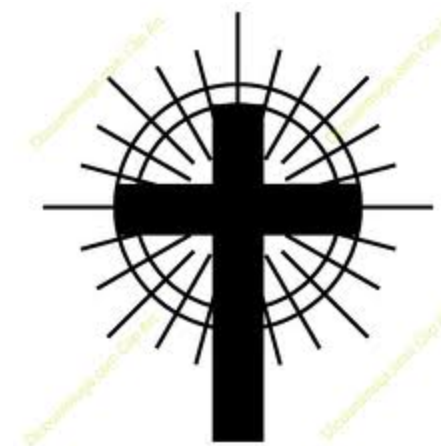
The National Council of Teachers of English: <http://www.ncte.org/>

How can you help?

Learning does not stop once the school day is over. You are the most important teacher in your child's education. Sit down with your child as homework is being completed to give you an understanding of what your child is learning and where specific struggles may be.

- As a family, read every evening for at least 15 minutes.
- Review math facts and concepts learned each day.
- Get a library card and take your child to the library every week.
- Share in the excitement of learning with your child.
- Talk to your child about what they are learning in school.

Parent Guide to Understanding the Curriculum ~ ~ ~ Grade Three



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Changes You Will See

Mathematics Shifts

Focus: Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

Coherence: The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

Rigor: Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

Language Arts Shifts

Informational Text: In addition to Literature, students will be reading more non-fiction pieces from across all content areas.

Evidence from Texts: Students will have to read more carefully to understand the message the author is trying to convey. Writing will focus more on argumentative instead of narrative.

Complex text and academic language: As career and technical texts have become more complex, what students were expected to read in school did not. The standards create a staircase of text complexity so all students are reading for the reading levels necessary for success in college or the career of their choosing.

What Your Child Will Learn

All curricula developed for the elementary schools in the Diocese of Cleveland are, first and foremost, based on the teachings of the Catholic Church. In addition, our curricula reflect the Common Core State Standards, the Ohio Learning Standards, and the standards of professional education associations. The Diocesan curriculum provides our students with an education that challenges them to live faith-filled lives and succeed in high school and beyond.

In Mathematics

In third grade, the children will continue to build their concept of numbers by working and applying critical thinking skills to multiplication and division within 100. Children will work with geometry and shapes to build the basic foundation they need to understand fractions. Children will be introduced to unit fractions ($1/2$, $1/3$, etc.) and understand that fractions are a part of a whole. Geometry will emphasize area and angles. Children will use real-world examples to explain various concepts.

Some of the activities your children will engage in during third grade are:

- Multiply and divide one-digit numbers from memory
- Understanding fractions as numbers
- Representing and interpreting data.

Example of the progression of a concept across grades 2 – 4

| Grade Two | Grade Three | Grade Four |
|---|--|---|
| Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal sides. | Understand that shapes in different categories may share attributes (e.g. four sides) and that shared attributes can define a larger category (e.g. quadrilaterals). | Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures. |

In Language Arts

In third grade, children will continue to strengthen their reading, writing, speaking, and listening skills. The children will continue to be introduced to a variety of text types such as Scripture, short books, and articles. In writing, the focus shifts to organizing information, developing ideas, and supporting ideas with facts.

Some of the activities your child will engage in during third grade are:

- Describing how a story teaches a lesson
- Learning and using the rules of written language
- Giving a class presentation on a specific topic using facts and details while speaking clearly
- Writing over an extended period of time.

Example of the progression of a concept across grades 2 – 4

| Grade Two | Grade Three | Grade Four |
|--|---|--|
| Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. | Refer to parts of stories, dramas, and poems when writing or speaking about a text. Use terms such as chapter, scene, stanza, and Biblical verse. | Explain the major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing a text. |