

Ephrata School District 3rd Grade Quarterly Expectations & Learning Targets

<p style="text-align: center;"><u>1st Quarter</u></p> <p>Reading: Characters, text features/illustrations, main idea, phonics and reading fluency</p> <p>Math: Place value, rounding, addition, subtraction, multiplication, division and time</p> <p>Social Studies: Our Community and Beyond (hemispheres, equator, prime meridian, continents, oceans)</p> <p>Science: Physics of Sound</p> <p>Writing & Spelling: Informative Writing. We are embedding the 6 syllable types into our vocabulary and spelling instruction.</p> 	<p style="text-align: center;"><u>2nd Quarter</u></p> <p>Reading: Compare/contrast, point of view, central message, phonics and reading fluency</p> <p>Math: Addition, Subtraction, multiplication, division, place value, rounding, problem solving and time</p> <p>Social Studies: Our Community and Beyond (United States, geography, people and immigration)</p> <p>Science: Human Body</p> <p>Writing & Spelling: Opinion Writing. We are embedding the 6 syllable types into our vocabulary and spelling instruction.</p> 
<p style="text-align: center;"><u>3rd Quarter</u></p> <p>Reading: Compare/contrast, cause/effect, literal and nonliteral language, phonics and fluency</p> <p>Math: Multiplication, division, measurement, area, fractions and problem solving</p> <p>Social Studies: Regions of Our Country</p> <p>Science: Human Body</p> <p>Writing & Spelling: Narrative Writing. We are embedding the 6 syllable types into our vocabulary and spelling instruction.</p> 	<p style="text-align: center;"><u>4th Quarter</u></p> <p>Reading: Poetry, inferences, phonics and reading fluency</p> <p>Math: Graphing, fractions, measurement, data, perimeter, geometry and problem solving</p> <p>Social Studies: Our Community and Beyond (diversity, communities, life/people in other countries)</p> <p>Science: Earth Materials (rocks and minerals)</p> <p>Writing & Spelling: Informative, Narrative, Opinion Writing. We are embedding the 6 syllable types into our vocabulary and spelling instruction.</p> 

The following standards are considered very essential for their learning in order to be successful in fourth grade. Your child will learn these by the end of the THIRD GRADE school year:

MATH

- 👉 I can use models and/or strategies to solve single digit multiplication and division problems.
- 👉 I can read, create, and use models to represent fractions as equal parts.
- 👉 I can solve one and two step story problems using the four operations.

ENGLISH LANGUAGE ARTS (reading and writing)

- 👉 I can decode multi-syllabic words.
- 👉 I can automatically spell 220 sight words.
- 👉 I can comprehend grade level passages and use text evidence to support answers.
- 👉 I can understand question stems.
- 👉 After reading a passage, I can write to a prompt to share information or an opinion, or to tell a story using good traits of writing and text evidence.

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	1st Semester (Quarters 1 & 2)	2nd Semester (Quarters 3 & 4)	Vocabulary
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">MUSIC Through games, songs, instruments, dance and written work, we will work on...</p>	<p>Rhythm: Keeping a steady beat; “Ta”, “te-te” and “ta rest” rhythms; half notes, half rests, whole notes, and whole rests; dotted half notes (introduction only); counting by 2’s; using barlines, measures, and double barlines</p> <p>Melody: Singing songs in tune; matching pitch</p> <p>Harmony: Singing and playing an instrument part together; singing accompanied by the piano; singing/playing in rounds (introduction only); partner songs (introduction only)</p> <p>Form: Verse/chorus; call/response</p> <p>Audience/Performance Skills: Stands correctly on riser; eyes on director; shows self-control; focuses attention on performer</p>	<p>Rhythm: 2/4 meter and 4/4 meter; using barlines, double barlines, measures</p> <p>Melody: Singing songs in tune; matching pitch; treble clef note names by lines and spaces</p> <p>Timbre: Different instruments have different timbre; play the recorder/flutophone; band/orchestra instruments and their families</p> <p>Harmony: (same as 1st semester) Singing/playing in rounds (introduction only)</p> <p>Form: (same as 1st semester) Introduction, coda, interlude (introduction only)</p> <p>Expression: Piano, forte, crescendo, decrescendo dynamics; tempo (fast and slow)</p> <p>Audience/Performance Skills: (same as 1st semester)</p> <p>Styles and Composers: Classical period</p>	<p>Steady Beat: a pulse in a song that stays the same and doesn’t stop until the song is over</p> <p>Rhythm: a pattern of long and short sounds and silences</p> <p>Ta: a quarter note worth 1 beat in time</p> <p>Te-te: 2 eighth notes worth 1 beat in time</p> <p>Ta rest: quarter rest worth 1 beat of silence</p> <p>Half note: worth 2 beats of time</p> <p>Half rest: worth 2 beats of silence</p> <p>Whole note: 1 sound worth 4 beats in time</p> <p>Whole rest: 4 beats of silence</p> <p>Dotted half note: 1 sound worth 3 beats in time</p> <p>Barline: notation that separates music into measures</p> <p>Double barline: signifies the end</p> <p>Non-pitched instruments: can only make one sound (like a drum) and used to play rhythm</p> <p>Pitched instruments: can play the melody of a song</p> <p>Piano: quiet</p> <p>Forte: loud</p> <p>Crescendo: getting louder</p> <p>Decrescendo: getting quieter</p> <p>Rounds: same song that each group starts at a different time</p> <p>Partner Songs: 2 or more different songs sung at the same time</p>
<p>Physical Education</p> 	<p>SKILLS: safety; personal/general space; movement games; fitness activities and components (balance, strength, agility, stretching); soccer (dribble, pass, trap, shoot defend, kick, throw-in); football (pass, catch, punt, place kick, rules, simple plays, positions); volleyball (serve, bump, set, simple rules, team play); rhythms; jump ropes</p>	<p><i>First semester SKILLS, plus:</i> basketball (dribble, pass, shoot, defend, rules, team play, position); short and long jump rope skills; tumbling; rolling; balancing; pyramids; parachute; softball (throw, catch, run bases, hit, rules); tennis (serve, volley, rules, singles and doubles, forehand, backhand); frisbee activities</p>	<p>1st Semester VOCABULARY: Systems (skeletal, muscular, cardiovascular, digestive), ulna, radius, tibia, fibula, cranium, sternum, patella, deltoids, gastrocnemius, gluteus maximus, diet, serving size, obesity, food groups, activity pyramid</p> <p>2nd Semester VOCABULARY: Resting/target heart rate, asthma, nicotine, carbohydrates, calories, aerobic, burning fat, hygiene, communicable disease, sweat, workout, fitness, lean tissue, hydration, self-esteem, summer exercise</p>