

THIRD GRADE SYLLABUS

2025-2026

ELA Curriculum:

Third Grade follows Greenville County Schools' Houghton Mifflin Harcourt Into Reading Curriculum. This curriculum integrates eight elements of literacy based on the science of reading. These include direct instruction on phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, language, and knowledge building.

The following skills are taught all year long:

- *create a response to a literary text using evidence to support the response
- *classify works of fiction and non-fiction
- *use graphic features (illustrations, graphs, charts, maps, diagrams)
- *effectively use the writing process: prewrite, rough draft, edit, revise, and publish
- *read high frequency words in text

First Nine Weeks:

Module 1: Realistic fiction, character perspective, inferencing and making predictions, literary elements, theme, figurative language, text and graphic features, writing personal narratives, editing, revising, author's craft, prefixes and suffixes, context clues

Module 2: Realistic fiction & poetry, Text and graphic features, character perspective, summarizing, getting to know characters, elements of poetry, figurative language. answering text based questions, prefixes and suffixes, synonyms and antonyms, context clues, letter writing, author's craft, editing, revising, publishing

Module 3: Narrative nonfiction & informational studies, author's purpose, central/main idea, summarizing & retelling, text structure, text and graphic features, media techniques, literary elements, multiple meaning words, writing descriptive essays, author's craft, editing, revising, publishing

Second Nine Weeks:

Module 4: Dramas, visualizing, elements of dramas, literary elements, figurative language, summarizing & retelling, theme, media techniques, prefixes & suffixes, Latin roots, multiple meaning words with shades of meaning, narrative writing, author's purpose, editing, revising, publishing

Module 5: Informational & realistic fiction, theme, literary elements, author's purpose, figurative language, text structure, character perspective, make and confirm predictions, homophones, suffixes and prefixes, shades of meaning, greek and latin roots, writing persuasive essays, editing, revising, publishing

Module 6: Informational and nonfiction texts, text and graphic features, summarize and retell, main/central idea, figurative language, text structures, author's purpose, prefixes and suffixes, writing expository essays, editing, revising, publishing, author's craft

Third Nine Weeks:

Module 7: Nonfiction and biographies, author's purpose, text structure, author's perspective, text and graphic features, making inferences, synthesizing information, figurative language, prefixes and suffixes, compound words, writing opinion essays, editing, publishing, revising, author's craft

Module 8: Nonfiction stories with biographies and opinion pieces, text and graphic features, making inferences, text structure, central/main idea, literary elements, figurative language, summarizing/retelling, identifying a claim, prefixes and suffixes, Greek and Latin roots, author's purpose, writing research reports, editing, revising, publishing, author's craft

Module 9: Informational and poetry, synthesizing information, text structure, text features, central/main idea, media techniques, figurative language, perspective of author, prefixes and suffixes, context clues, writing poems, editing, revising, publishing,

Fourth Nine Weeks:

Module 10: Fiction with folktales, legends, and fairy tales, central idea, making inferences, theme, figurative language,

visualizing, author's craft, retelling and summarizing, literary elements, prefixes and suffixes, shades of meaning, context clues, writing imaginative stories, editing, publishing, revising

Module 11: Informational text, central/main idea, text structure, text and graphic features, genre characteristics, author's purpose, author's perspective, opinion texts, identifying a claim, writing persuasive essays, editing, revising, publishing

Module 12: Literary texts, realistic fiction, poetry, traditional tales, character perspectives, figurative language, genre characteristics, author's purpose, theme, literary elements, writing/researching a biography, editing, revising, publishing

Social Studies Curriculum:

First Nine Weeks: Map Skills, Climate and Landforms

Second Nine Weeks: Lifestyles and Culture

Third Nine Weeks: Changes and Effects of Geography

Fourth Nine Weeks: Movement and Migration

Science Curriculum

Science in grade three focuses on students' conducting investigations in which they collect and analyze data and communicate their findings. Learning to observe and analyze through hands-on experiments, students gain new insights into how scientists understand our world. Inquiry skills are taught throughout all units.

First Nine Weeks: Introduction to Science and Engineering Practices, Forces and Motion

Second Nine Weeks: Life Cycles

Third Nine Weeks: Surviving in Changing Environments

Fourth Nine Weeks: Weather Impacts

Math Curriculum

First Nine Weeks: Understanding Place Value, Strategies for Addition, Subtraction and Perimeter, Exploring Foundations of Multiplication

Second Nine Weeks: Developing Conceptual Understanding of Area, Understanding Unit Fractions, Understanding the Relationship between Multiplication/Division

Third Nine Weeks: Developing Strategies for Area, Investigating Patterns in Numbers and Operations, Solving Real-World Problems, Fractions in Measurement and Data

Fourth Nine Weeks: Understanding Equivalent/Comparing Fractions, Solving Problems Involving Shapes, Demonstrating Fluency in Problem Solving

South Carolina State Standards:

A complete listing of standards can be accessed through the Greenville County School District website and the South Carolina State Department of Education/Education Oversight Committee websites.

www.greenville.k12.sc.us

<https://ed.sc.gov>

[http://www.scfriendlystandards.o
rg/](http://www.scfriendlystandards.org/)

Grades:

Greenville County School District complies with the State Board of Education policy regarding a statewide uniform grading scale:

| |
|---------------------|
| A = 90-100 |
| B = 80-89 |
| C = 70-79 |
| D = 60-69 |
| F = Below 59 |

Each subject area will have at least 2 major grades every grading period. Reading will have at least 5 minor grades, Language Arts will have at least 3 minor grades, and Math will each have at least 7 minor grades, Science and Social Studies will each have at least 5 minor grades each grading period.

| Content Area | Minor | Major | |
|---|--|---|-------------------------------------|
| Reading 2 major/5 minor | 60% Weekly reading skills quizzes | 40% Unit tests | |
| Language Arts 2 major/3 minor 5 Spelling | 60% Weekly grammar skills quizzes | 30% Cumulative grammar skills tests | 10% Weekly Spelling tests |
| Math 2 major/7 minor | 60% Weekly skills quizzes | 40% Unit tests | |
| Science 2 major 5 minor | 60% Content quizzes, lab participation | 40% Unit tests, rubric based projects | |
| Social Studies 2 major/5 minor | 60% Content quizzes, class activities, | 40% Unit tests, rubric based projects | |

Reporting of student progress:

- **Weekly folders:** Grades will be uploaded into the grade book weekly and paper copies will not be sent home. Please make sure to sign your child up for the Parent Backpack in order to keep updated on their grades.
- **Progress Reports:** Students will **NOT** receive an official progress report this year unless your child is failing a subject area. Parents are encouraged to join the Parent Backpack to keep track of your child's grades.
- **Report Cards:** Students will receive their report card once each nine week period per the district calendar dates.

Procedures for Non-Instructional Routines:

We have several procedures that must be followed to minimize unnecessary disruptions. Students start these procedures the 1st day of school and practice the same procedure throughout the year. Any procedure that does not seem to be effectively working will be changed.

- **School arrival:** Students will enter the building, grab a breakfast if needed, and report to the third grade hallway.
- **Attendance, lunch money, notes for office:** I will take attendance at 8:10 using Power Teacher. Students with lunch money will take it to the cafeteria. My messenger for the day will take any notes to the office.
- **Lining up to leave classroom:** I will call students by groups to line up to leave the classroom. The safety leader will lead us and the electrician will be the last person in line. These roles will be rotated among all of our students in the class.
- **Traveling the school:** When traveling the school, students will follow the **Hallway LEADER** rules. These rules will be practiced during the beginning of the school year and reviewed as needed.
- **Lunch:** The first ten minutes of lunch are silent. After that I will let the students know when they may

whisper to each other.

- **Recess:** We will follow the **Recess LEADER** rules. I will blow my whistle for the class to line up. Students should be silent before we re-enter the building.
- **Restroom Procedures:** Students will be allowed to use the restroom in my classroom as needed. Students will not need to ask permission to use the restroom.
- **School Dismissal:** After students pack up and stack chairs they will find a seat on the carpet in the front of the room facing the television. Students will watch for their number or daycare on the television screen.

Communication with Parents:

Teachers will communicate class news and information with you via email and through our grade level website. If you don't have access to email, a hard copy of any class news and information that you need will be sent home. Newsletters will be emailed every Friday afternoon for the upcoming week and posted on the website under the "Newsletter" section. Teachers will also email class projects and other assignments to you if you have access. The use of email will greatly help in our efforts to "go green" at Woodland. Please be sure to regularly check your email for any information that we may have sent.

E-Learning

When learning from home, students will be counted present for e-learning based on the completion of assignments. Assignments will be uploaded into Google Classroom for each subject daily. These assignments will have clear

directions and may incorporate other sites such as Big Ideas, Reflex, Dreambox, or Mastery Connect. On the days your child is e-learning, I will have a live Google Meet during our math time for students to participate in math and to answer any questions they may have. This Meeting Link will be the same each day and will be posted in your child's Google Classroom.

☺ Please feel free to contact us if you ever have any questions/concerns regarding anything that we are doing in our classroom. We look forward to working with you and your child this year!