

AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

Third Grade Standards



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AISL ELEMENTARY THIRD GRADE LITERACY ACADEMIC STANDARDS

THIRD GRADE

Reading continues as a priority in third grade. The student will read a variety of literature and printed text for different purposes although there will be a study of genres, the major focus will be on fiction and nonfiction. The students will apply a wide range of reading comprehension strategies in core subject to study and investigate a broad array of topics. Vocabulary development will be emphasized. Students will develop an appreciation for literature through their personal reading experiences, study of genre, and active participation in presentations, plays, and skits. Third grade students will use effective communication skills and vary their presentations depending on the audience and the purpose. They will begin to develop independence in the writing process. They will write regularly to improve their skills through such activities as journal and assigned writing, responses to literature and grammar study. They will conduct research on different topics across the curriculum by using reading, listening, and library and computer skills to obtain information. They will take notes and organize information to publish and communicate their findings in ways that suit their audience and purpose. Third grade students will write legibly in cursive.

Standard 1

READING: Word Recognition, Fluency, And Vocabulary Development

Students use their knowledge of word parts and word relationships as well as context to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

Fluency rates to meet the standard by the end of the year: Fall: 50-110 wpm, Winter: 70-120wpm, Spring: 90-140wpm.

The student will:

- 3.1.1 Read aloud grade-level appropriate selection fluently and accurately with appropriate timing, changes in voice, and expression.
- 3.1.2 Apply various word analysis strategies to comprehend vocabulary items.
- 3.1.3 Develop a more intensive vocabulary through independent reading and vocabulary study in specific subject areas.

Standard 2

READING: Understanding The Meaning Of What Is Read

Students read and understand grade-level appropriate material. In addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in different subject areas, reference, and online information.

The student will:

- 3.2.1 Apply reading comprehension strategies in all subject areas.
- 3.2.2 Identify the main idea and supporting details of a paragraph story.
- 3.2.3 Read to acquire new information.

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- 3.2.4 Make and explain inferences such as determining cause and effect, making predictions, comparing and contrasting, and drawing conclusions.
- 3.2.5 Paraphrase and produce written and oral summaries of stories and printed texts.
- 3.2.6 Recognize and use figurative language at an introductory level.
- 3.2.7 Respond to literature in ways that reflect understanding and interpretation.
- 3.2.8 Understand and identify the parts of a story.
- 3.2.9 Follow written instructions in all subject areas.

Standard 3

READING: Reads Different Materials For A Variety Of Purposes

Students read and respond to grade-level appropriate historically or culturally significant works of literature. They will read a wide variety of fiction, and nonfiction.

The student will:

- 3.3.1 Read from a variety of genres and explain the differences between fiction and nonfiction and fantasy and realism.

Standard 4

WRITING: Students Write Clearly And Effectively

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused paragraphs. Students progress through the stages of the writing process and proofread, edit, and revise writing.

The student will:

- 3.4.1 Identify and write topic sentences and main ideas.
- 3.4.2 Write descriptive paragraphs by
 - developing a plan for writing.
 - focusing on a main idea.
 - including descriptive details that elaborate the main idea.
 - revising and editing for clarity and accuracy.
- 3.4.3 Identify the elements of a friendly letter.
- 3.4.4 Compose a variety of written work including letters, poetry, narrative, expository, and research pieces by using the writing process to plan, draft, edit, revise, and publish final forms.
- 3.4.5 Demonstrate an understanding of character, setting, and plot by writing short stories.
- 3.4.6 Use available technology and software to publish finished work.

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Standard 5

WRITING: Applications Of Different Types Of Writing And Their Characteristics

At Grade 3, students write narrative, expository (informational), persuasive, and descriptive texts at an introductory level. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

The student will:

- 3.5.1 Locate and record information from sources such as atlases, dictionaries and guide words, encyclopedias, glossaries, indexes and tables of contents.
- 3.5.2 Use computer technology to locate library materials and information from CD ROMS.
- 3.5.3 Write research reports by
 - taking notes from a variety of sources.
 - organizing information in an outline.
 - summarizing information in paragraph form.
 - developing cover and title pages along with a bibliography.
- 3.5.4 Create visual displays, posters, and graphs to accompany research reports.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

The student will:

- 3.6.1 Write using standard grammar and conventions including contractions, abbreviations, possessives, and parts of speech.
- 3.6.2 Use capitalization and punctuation including end marks, apostrophes, quotation marks, and commas with increasing accuracy.
- 3.6.3 Write with the accurate spelling of words from required lists and other words identified as individually relevant and appropriate.
- 3.6.4 Write legibly in cursive.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, And Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing. They also use non-verbal cues such as eye contact and facing the speaker to show active listening.

The student will:

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- 3.7.1 Present brief oral reports including research, book, and person of the week presentations for an audience by:
- using appropriate volume and pitch.
 - speaking at an understandable rate.
 - organizing ideas sequentially around a major point.
 - using clear and specific vocabulary.
- 3.7.2 Make dramatic presentations of stories and plays.
- 3.7.3 Use effective communication skills in groups activities by
- listening attentively, making eye contact, and facing the speaker.
 - asking and responding to questions.
 - paraphrasing what is said.
- 3.7.4 Retell an oral message or story by summarizing and clarifying.
- 3.7.5 Follow verbal, multi-step directions.
- 3.7.6 Identify parts and types of sentences.

Standard 8

ANALYZE AND EVALUATE: Students Analyze And Evaluate Own And Other's Reading, Writing, And Communication Skills.

Students analyze and evaluate their own work, and adjust writing goals using established criteria. In addition, they share opinions with their peers in regards to writing and communication skills.

The student will:

- 3.8.1 Speak clearly.
- 3.8.2 Identify effective features of writing and peer and self edit to evaluate written work.

AISL ELEMENTARY THIRD GRADE MATH ACADEMIC STANDARDS

THIRD GRADE

The student understands and applies the concept and procedures of mathematics

Standard 1

NUMBER SENSE: Number And Numeration

- 3.1.1 Model, write, read, and order numbers in standard form and word form to 100,000
- 3.1.2 Use physical models, pictures, and symbols to demonstrate the relationship between ones, tens, 100's and 1,000's.
- 3.1.3 Use physical models and equations, (symbols), to demonstrate the commutative property related to place value. i.e. $(100+4+60=100+60+4)$.
- 3.1.4 Identify the place value of any digit in a number from 0.1 through 100,000.
- 3.1.5 Draw a diagram to represent a fraction.
- 3.1.6 Use the commutative and associative order property of addition.
- 3.1.7 Recognize an identity property of whole-numbered addition.
- 3.1.8 Compare fractions using diagrams or number lines.
- 3.1.9 Order whole numbers through 100,000 and decimals from greatest to least and least to greatest using $>$, $<$ and $=$.
- 3.1.10 Read, write, compare, order, and describe fractions with like denominators.
- 3.1.11 Write standard numbers in expanded notation and word form.

Standard 2

NUMBER SENSE: Computation

- 3.2.1 Give an oral or written explanation of the step-by-step procedure to find an answer in addition and subtraction using manipulatives.
- 3.2.2 Recall addition and subtraction basic facts.
- 3.2.3 Add and subtract whole numbers with up to three digits with regrouping.
- 3.2.4 Subtract three digit numbers regrouping across zeros.
- 3.2.5 Recall basic multiplication facts through the 5's.
- 3.2.6 Recall basic division facts with divisors up to 5's.
- 3.2.7 Use mental arithmetic, pencil and paper, or calculator as appropriate to the task involving computation.
- 3.2.8 Add and subtract fractions with like denominators.
- 3.2.9 Add and subtract decimals to the tenths.
- 3.2.10 Add and subtract with regrouping using American money notation.
- 3.2.11 Write number sentences representing addition and subtraction.

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3.2.12 Compare elapsed time with hours and minutes.

Standard 3

NUMBER SENSE: Estimation

- 3.3.1 Solve problems that are in real-life context: prices, distances, quantities, and so forth.
- 3.3.2 Discuss and determine situations where an estimate is satisfactory, and contrast those with situations requiring an exact answer.
- 3.3.3 Explore various estimation strategies.
- 3.3.4 Use estimation to check the reasonableness of results.
- 3.3.5 Estimate sums and differences beyond basic facts.
- 3.3.6 Round numbers to the nearest tens, hundreds, thousands, ten thousands and hundred thousands.

Standard 4

MEASUREMENT: Attributes And Dimensions

- 3.4.1 Apply perimeter and area appropriately to 2-D figures.
- 3.4.2 Use physical models to determine the volume of rectangular solids.
- 3.4.3 Measure and draw lengths to the nearest inch, 1/2 inch, 1/4 inch, and centimeter.
- 3.4.4 Find the perimeter of rectangles and polygons by counting customary and metric units.
- 3.4.5 Find area by counting square units.
- 3.4.7 Use customary and metric units of weight.
- 3.4.6 Read time from a variety of types of clocks.
- 3.4.7 Express time as half past, quarter after, or quarter to the hour.
- 3.4.8 Express time as minutes before the hour.
- 3.4.9 Read temperature in degrees Fahrenheit or degrees Celsius.
- 3.4.10 Measure to the nearest whole and common fractional parts of units when given a realistic situation in other disciplines.
- 3.4.11 Tell time to the minute.

Standard 5

MEASUREMENT: Approximation And Precision

- 3.5.1 Understand that measurements can be approximate
- 3.5.2 Describe and justify the reasonableness of an estimate involving length, weight/mass, area, time and temperature in other disciplines.

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Standard 6

MEASUREMENT: System And Tools

- 3.6.1 Understand that standard units allow us to determine measurements more precisely and communicate them with others.
- 3.6.2 Understand appropriate units of measure for time, money, length, perimeter, area, and temperature.
- 3.6.3 Convert units of measure within a system but NOT between systems.
- 3.6.4 Examine, recognize and choose the appropriate tool for the situation.

Standard 7

GEOMETRIC SENSE: Shape And Dimension

- 3.7.1 Identify, classify and find real world objects containing squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, cylinders, or pyramids.
- 3.7.2 Explore and construct 3-D space figures such as cubes, rectangle prisms, and spheres.
- 3.7.3 Identify the difference between a line, line segments, points, parallel lines, intersecting and perpendicular lines
- 3.7.4 Find shapes within larger shapes in the real world.
- 3.7.5 Identify concepts associated with a circle such as center, radius, and diameter.
- 3.7.6 Identify and compare right, acute, and obtuse angles.
- 3.7.7 Use faces, edges, and vertices to classify 2-D and 3-D geometric figures.

Standard 8

GEOMETRIC SENSE: Relationships and Transformations

- 3.8.1 Use coordinates to find a point on the coordinate plane, (grid).
- 3.8.2 Illustrate lines of symmetry on given figures.
- 3.8.3 Determine if lines drawn on objects are lines of symmetry.
- 3.8.4 Identify congruent figures.

Standard 9

PROBABILITY AND STATISTICS: Probability

The student will:

- 3.9.1 Mark events as certain or uncertain on a list as likely and unlikely.
- 3.9.2 Know how to list all possible outcomes of simple experiments.
- 3.9.3 Use concrete materials and models to experiment with probability.
- 3.9.4 Recognize similar or identical data in different presentations.

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- 3.9.5 Use and create pictographs, tally charts, or bar and line graphs to examine and present data.
- 3.9.6 Conduct surveys to gather information about people's opinions.
- 3.9.7 Conduct experiments to gather data for a presentation or report.
- 3.9.8 Devise and conduct experiments to determine the probability of events.
- 3.9.9 Recognize that data is presented in an attempt to answer a specific question.
- 3.9.10 Determine the mode and range of a given set of data.

Standard 10

PROBABILITY AND STATISTICS: Predictions And Inference

- 3.10.1 Predict an outcome for a simple event, conducts an experiment, and compare predictions to experimental results.
- 3.10.2 Use experimental results to draw conclusions.
- 3.10.3 Justify conclusions and thinking with supporting information.

Standard 11

ALGEBRAIC SENSE: Relations and Representations

- 3.11.1 Use shapes or numbers to find a pattern.
- 3.11.2 Create patterns that can be duplicated or predicted.
- 3.11.3 Look or listen for a pattern and duplicate it pictorially, rhythmically, or numerically.
- 3.11.4 Represent number patterns using tiles.
- 3.11.5 Find the value of a variable in an expression/equation.
- 3.10.12 Represent a pattern that starts with 1 and adds 3.
- 3.10.13 Use fact families to find missing addends.
- 3.10.14 Evaluate simple expressions with manipulatives.

Standard 12

ALGEBRAIC SENSE: Operations

- 3.12.1 Use blocks, sticks, beans, etc. to solve simple expressions and equations
i.e. $x + a = b$ ($x + 4 = 7$).
- 3.11.3 Use standard notation in reading and writing open sentences, (e.g. $3 \times \square = 18$).

AISL THIRD GRADE PHYSICAL SCIENCE CONCEPTS TO BE LEARNED

PHYSICS OF SOUND MODULE

| Investigation 1: Dropping In | Investigation 2: Good Vibrations | Investigation 3: How Sound Travels | Investigation 4: Sound Challenges |
|--|--|--|--|
| <ol style="list-style-type: none">1. Sounds have identifiable properties.2. Objects can be identified by the sound they make when dropped.3. The identifiable properties of sounds can convey information.4. Sustained sound is caused by vibrations.5. Sound requires a source and a receiver.6. The intensity of the vibration determines the volume. | <ol style="list-style-type: none">1. Sound originates from vibrating sources.2. Pitch is how high or low a sound is.3. Differences in pitch are caused by differences in the rate at which objects vibrate.4. Pitch can be changed by changing the length or tension of the object vibrating at the sound source. | <ol style="list-style-type: none">1. Sound vibrations need a medium to travel.2. Sound travels through solids, such as wood.3. Sound travels through liquids, such as water.4. Sound travels through gases, such as air.5. Sound energy can be directed with reflective tubes and megaphones.6. Our outer ears are designed to gather sound energy. | <ol style="list-style-type: none">1. Several variables affect pitch, including size (length) and tension of the vibrating object at the sound source.2. Sound can be directed through air, water, or solids to the sound receivers.3. The medium that sound passes through affects its volume and the distance over which it can be heard. |

National Standards Covered in this Module:

- Develop students':
 - Abilities to do and understand scientific inquiry
 - Understanding of the physics of sound
 - Abilities in technological design
 - Understandings about science and technology
- Develop an understanding of science as a human endeavor

AISL THIRD GRADE EARTH SCIENCE CONCEPTS TO BE LEARNED

EARTH MATERIALS MODULE

| Investigation 1: Mock Rocks | Investigation 2: Scratch Test | Investigation 3: Calcite Quest | Investigation 4: Take it For Granite |
|---|--|--|---|
| <ol style="list-style-type: none"> 1. An earth material has properties that can be observed and described—such as color, shape, and texture. 2. A rock is an earth material composed of different ingredients called minerals. 3. A mineral is a rock ingredient that cannot be physically reduced to more elementary minerals. 4. Some materials, such as salt and alum, dissolve when they are mixed with water, but re-form when the water evaporates. | <ol style="list-style-type: none"> 1. A mineral is a basic earth material that cannot be physically broken down any further. 2. Hardness, a mineral property, is the resistance of a mineral to being scratched. | <ol style="list-style-type: none"> 1. Rocks are earth materials composed of a mixture of one or more minerals. 2. Different minerals have different properties. 3. When a solid dissolves in a liquid, it can be recovered by evaporating the liquid. 4. Crystal residue from evaporation can provide evidence that calcite is an ingredient in a rock. 5. A unique property of calcite is its reaction with cold acid. | <ol style="list-style-type: none"> 1. A property of an earth material is something that can be observed and described. 2. Rocks are earth materials composed of a mixture of one or more minerals. 3. Hardness, a mineral property, is the resistance of a material to being scratched. 4. A unique property of calcite is its reaction to cold acid. |

National Standards Covered in this Module:

- Develop students':
 - Abilities to do and understand scientific inquiry
 - Understanding of properties of earth materials
 - Understandings about science and technology
 - Abilities to distinguish between natural objects and objects made by humans
- Develop an understanding of science as a human endeavor.

AISL THIRD GRADE SCIENTIFIC-REASONING AND TECHNOLOGY CONCEPTS TO BE LEARNED

MEASUREMENT MODULE

| Investigation 1: The First Straw | Investigation 2: Weight Watching | Investigation 3: Take Me to Your Liter | Investigation 4: The Third Degree |
|---|--|--|---|
| <ol style="list-style-type: none"> 1. A measurement standard is a unit agreed upon and used by a large number of people. 2. A standard unit of measure is necessary for consistency in communication between people. 3. A meter (m) is the basic unit of linear measurement in the metric system. 4. A centimeter (cm) is 1/100 of a meter. 5. A kilometer (km) is 1000 meters. 6. An estimate is an approximate value. | <ol style="list-style-type: none"> 1. A measurement standard is a unit agreed upon and used by a large number of people. 2. The gram (g) is the standard unit of measure used to determine mass in the metric system. (1 g equals 1 cc or 1 ml of water at 4°C.) 3. Mass is how much of something there is. 4. A kilogram is 1000g, or the same as the mass of 1 liter of water. | <ol style="list-style-type: none"> 1. A measurement standard is a unit agreed upon and used by a large number of people. 2. Volume is the three-dimensional space occupied by something. 3. Capacity is the volume of fluid a container can hold when full. 4. The liter (L) is the standard for measuring fluid volume in the metric system. 5. One liter is equal to 1000 milliliters (ml). | <ol style="list-style-type: none"> 1. A measurement standard is a unit agreed upon and used by a large number of people. 2. Degrees Celcius (°C) is the unit scientists generally use to measure temperature. 3. The Celcius temperature scale is based on the freezing (0°C) and boiling (100°C) points of water. 4. A change in temperature is a result of addition or subtraction of heat. |

National Standards Covered in this Module:

- Develop students':
 - Abilities to do and understand scientific inquiry
 - Abilities in technological design
 - Understandings about science and technology
- Develop an understanding of science as a human endeavor.

AISL ELEMENTARY THIRD GRADE SOCIAL STUDIES ACADEMIC STANDARDS

THIRD GRADE

Third grade students expand their knowledge and understanding of communities past and present. They learn about men and women who made important contributions to those communities. The students build on a foundation of knowledge that gives them a deeper understanding of how culture, history, economics, and geography affect communities. An even greater understanding of social studies is gained through exposure to research, study skills, critical thinking and problem –solving.

Standard 1 CULTURE

The student will:

- 3.1.1 Define culture and tradition.
- 3.1.2 Explain the importance of ethnic and cultural celebrations, holidays, national documents, and symbols of selected communities around the world.
- 3.1.3 Give example of the role that literature, art, games and music play in the cultural heritage of communities.

Standard 2 CITIZENSHIP

The student will:

- 3.2.1 Describe the characteristics of a good citizen.
- 3.2.2 Identify rights and responsibilities of good citizens.

Standard 3 POLITICAL SYSTEMS

The student will:

- 3.3.1 Explain how rules and laws help people live peacefully.
- 3.3.2 Distinguish between a law and rule

Standard 4 HISTORY

The student will:

- 3.4.1 Describe the common characteristics of communities past and present.
- 3.4.2 Understand the concept of time and chronology by
 - using vocabulary related to chronology.
 - creating and interpreting time lines.
 - describing historical times in years, decades and centuries.

AISL ELEMENTARY THIRD GRADE SOCIAL STUDIES ACADEMIC STANDARDS

Standard 5 ECONOMICS

The student will:

- 3.5.1 Distinguish between producers and consumers.
- 3.5.2 Describe the process of production in a factory.
- 3.5.3 Give an example of how goods are produced, transported, and sold in markets.
- 3.5.4 Compare the types of goods and services produced in rural and urban communities.
- 3.5.5 Explain how economic activities create change and growth in communities.

Standard 6 GEOGRAPHY

The student will:

- 3.6.1 Identify and define landforms including islands, peninsulas, mountains, bays and harbors.
- 3.6.2 Distinguish among towns, villages and cities. Define rural, urban and suburb.
- 3.6.3 Describe how people adapt to variations in physical environment.
- 3.6.4 Find location, distance, and direction on maps.
- 3.6.5 Identify and locate the borders and capitals of a country.
- 3.6.6 Identify and locate continents and oceans.
- 3.6.7 Identify and locate the four hemispheres on the globe.
- 3.6.8 Name intermediate directions and locate them on a map using a compass rose.

Standard 7 RESEARCH AND STUDY SKILLS

The student will:

- 3.7.1 Ask questions to gather information.
- 3.7.2 Explain how to compare and contrast.
- 3.7.3 Define predicting.
- 3.7.4 Use a variety of reference tools to gain and interpret information including:
 - atlas
 - glossaries

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- index
- graphs, table, and charts

3.7.5 Use a variety of maps to gain and interpret information including:

- physical
- land use
- resource
- land form
- population
- grid

3.7.6 Use a flow chart to identify steps in a process.

Standard 8

CRITICAL THINKING SKILLS

The student will:

3.8.1 Apply critical thinking skills by

- predicting outcomes
- drawing conclusions
- comparing and contrasting.

AISL Third Grade Fitness Academic Standards One and Two

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

3.1.1 Chase, flee, and move away from others in a constantly changing environment.

Body Management

3.1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.

3.1.3 Perform a forward roll.

3.1.4 Perform a straddle roll.

Locomotor Movement

3.1.5 Jump continuously a forward-turning rope and a backward-turning rope.

Manipulative Skills

3.1.6 Balance while traveling and manipulating an object on a ground-level balance beam.

3.1.7 Catch, while traveling, an object thrown by a stationary partner.

3.1.8 Roll a ball for accuracy toward a target.

3.1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.

3.1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

3.1.11 Kick a ball to a stationary partner, using the inside of the foot.

3.1.12 Strike a ball continuously upward, using a paddle or racket.

3.1.13 Hand-dribble a ball continuously while moving around obstacles.

3.1.14 Foot-dribble a ball continuously while traveling and changing direction.

Rhythmic Skills

3.1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

2.1 3. Describe how changing speed and changing direction can allow one person to move away from another.

Manipulative Skills

3.2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.

3.2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.

3.2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.

3.2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

Rhythmic Skills

3.2.6 Define the terms *folk dance*, *line dance*, and *circle dance*.

3.2.7 Compare and contrast folk dances, line dances, and circle dances.

AISL ELEMENTARY THIRD GRADE WORLD LANGUAGES ACADEMIC STANDARDS

THIRD GRADE

Standard 1

ESSENTIAL LEARNING 1: Interpersonal Communication

The learner will engage in conversation and opinions orally and in writing in the target language.

The student will:

- 3.1.1 Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- 3.1.2 Use basic words and short memorized phrases during interactions.
- 3.1.3 Ask and answer questions using learned material orally and/or in writing.
- 3.1.4 Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
- 3.1.5 Engage in conversation with the teacher and other students to exchange information about everyday topics.

Standard 2

ESSENTIAL LEARNING 2: Interpretive Communication

The learner will understand and interpret written and spoken language in a variety of topics in the target language.

The student will:

- 3.2.1 Demonstrate an understanding of spoken and written words, phrases, and statements relating to familiar topics.
- 3.2.2 Demonstrate an understanding of oral and written questions about familiar topics.
- 3.2.3 Follow oral commands and written directions.
- 3.2.4 Identify main ideas from simple oral and written selection.
- 3.2.5 Make inferences from simple oral and written selections, (i.e. conversations, dialogs, narratives, songs, rhymes, chants, and children's stories), about familiar topics.
- 3.2.6 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

AISL ELEMENTARY THIRD GRADE WORLD LANGUAGES ACADEMIC STANDARDS

Standard 3

ESSENTIAL LEARNING 3: Presentational Communication

The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

The student will:

- 3.3.1 Name and describe orally and in writing people, places and things using everyday words and phrases.
- 3.3.2 Recite poetry and songs.
- 3.3.3 Give directions and commands orally and /or in writing.
- 3.3.4 Tell or retell a simple story orally and in writing with visual cues and prompting.
- 3.3.5 Write familiar words and phrases associated with visuals, props, or familiar contents.

Standard 4

ESSENTIAL LEARNING 4: Cultures

The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

The student will:

- 3.4.1 Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
- 3.4.2 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
- 3.4.3 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 3.4.4 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
- 3.4.5 Demonstrate an understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
- 3.4.6 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 3.4.7 Identify people and products and their importance to the target cultures.
- 3.4.8 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

AISL ELEMENTARY THIRD GRADE WORLD LANGUAGES ACADEMIC STANDARDS

Standard 5 **ESSENTIAL LEARNING 5: Comparisons**

The learner will develop insight into the nature of language and culture by comparing his/her own language and culture to others.

The student will:

- 3.5.1 Identify the sound patterns of the target language and compare them to his/her own language.
- 3.5.2 Develop an awareness of the structural patterns, (i.e., gender agreement, adjective placement), in the target language and his/her own language.
- 3.5.3 Recognize similarities and differences in the ways languages are written, (i.e., alphabet/characters, punctuation, capitalization), in the target language and his/her own language.
- 3.5.4 Develop an awareness of the use of idiomatic expressions in the target language.
- 3.5.5 Identify connections among languages by recognizing cognates and loan words.
- 3.5.6 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 3.5.7 Identify similarities and differences of tangible products, (i.e., toys, sport equipment, food), of the target cultures and his/her own culture.
- 3.5.8 Identify similarities and differences of intangible products, (e.g., songs, rhymes, folktales), of the target cultures and his/her own culture.
- 3.5.9 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

Standard 6 **ESSENTIAL LEARNING 6: Connections**

The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

The student will:

- 3.6.1 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the third grade class.
- 3.6.2 Share information with others about topics from other disciplines in the target language.
- 3.6.3 Recognize and apply learning strategies and processes from other disciplines.

AISL ELEMENTARY THIRD GRADE WORLD LANGUAGES ACADEMIC STANDARDS

3.6.4 Develop learning strategies in the target language.

Standard 7

ESSENTIAL LEARNING 7: Communities

The learner will use language and / or demonstrate cultural knowledge and understanding within and beyond the school setting.

The student will:

3.7.1 Perform and participate in a school or community celebration.

3.7.2 Share knowledge of the target language and cultures with others.

3.7.3 Interact with people of other cultures in the target language about familiar topics.

3.7.4 Visit places in person or via technology which provide opportunities to use the target language and / or experience the target cultures.

3.7.5 View and listen to various forms of media that utilizes the target language and reflect the target cultures.

AIISL THIRD GRADE NIGERIAN STUDIES ACADEMIC STANDARDS

STANDARD ONE: CULTURE

The student will:

- 3.1.1 Explain the importance of ethnic and cultural celebrations in Nigeria.
- 3.1.2 Give examples of the role that literature, art, games and music play in the cultural heritage of communities in Nigeria.
- 3.1.3 Identify selected tribes of Nigeria and the languages they speak.

STANDARD TWO: SOCIAL AND POLITICAL SYSTEMS

The student will:

- 3.2.1 Compare and contrast the daily lifestyle of the Nigerian people in urban, suburban and rural communities.
- 3.2.2 Compare and contrast how government leaders are elected in the United States and Nigeria.

STANDARD THREE: HISTORY

The student will:

- 3.3.1 Describe the exploration and colonization of Nigeria by Europeans and how colonization effected Nigeria.
- 3.3.2 Explain how Nigeria got its name.
- 3.3.3 Explain how Nigeria became an independent nation.

STANDARD FOUR: ECONOMICS

The student will:

- 3.4.1 Compare and contrast the types of goods and services produced in rural and urban Nigerian communities.
- 3.4.2 Demonstrate understanding of the use of bargaining skills to purchase goods in Nigeria.

STANDARD FIVE: GEOGRAPHY

The student will:

- 3.5.1 Describe how people adapt to variations in the physical environment by building shelters from available natural resources.
- 3.5.2 Compare and contrast different housing styles between and within environments.
- 3.5.3 Identify and locate international borders, the capital, and major geographical features of Nigeria.
- 3.5.4 Identify the location, climate, natural resources and major crops of Nigeria.

American International School of Lagos
ELL Standards Grades 3-5

| | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|----------------|--|---|--|---|---|------------------------|
| Reading | <ol style="list-style-type: none"> 1. Match icons or diagrams with words/concept 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations. 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) | <ol style="list-style-type: none"> 1. Identify facts and explicit messages from illustrated text. 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting). 4. Follow visually supported written directions (e.g., “Draw a star in the sky.”) | <ol style="list-style-type: none"> 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases | <ol style="list-style-type: none"> 1. Classify features of various genres of text (e.g., “and they lived happily ever after” —fairy tales) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text | <ol style="list-style-type: none"> 1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level | Level 6 Reading |
| Writing | <ol style="list-style-type: none"> 1. Label objects, pictures, or diagrams from word /phrase banks. 2. Communicate idea by drawing 3. Copy words, phrases, and short sentences 4. Answer oral questions with single words | <ol style="list-style-type: none"> 1. Make lists from labels or with peers 2. Complete/produce sentences from word/phrase banks or walls 3. Fill in graphic organizers charts, and tables 4. Make comparisons using real-life or visually supported materials | <ol style="list-style-type: none"> 1. Produce simple expository or narrative text 2. String related sentences together 3. Compare/contrast content based information 4. Describe events, people, processes, procedures | <ol style="list-style-type: none"> 1. Take notes using graphic organizers 2. Summarize content-based information 3. Author multiple forms of writing (e.g., expository, narrative, persuasive) from models. 4. Explain strategies or use of information in solving problems. | <ol style="list-style-type: none"> 1. Produce extended responses of original text approaching grade level 2. Apply content-based information to new contexts 3. Connect or integrate personal experiences with literature/content 4. Create grade-level stories or reports | |

American International School of Lagos
ELL Standards Grades 3-5

| | | | | | | |
|----------------|--|---|--|---|---|------------------------|
| Reading | <ol style="list-style-type: none"> 1. Match icons or diagrams with words/concept 2. Identify cognates from first language, as applicable 3. Make sound/symbol/word relations. 4. Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) | <ol style="list-style-type: none"> 1. Identify facts and explicit messages from illustrated text. 2. Find changes to root words in context 3. Identify elements of story grammar (e.g., characters, setting). 4. Follow visually supported written directions (e.g., “Draw a star in the sky.”) | <ol style="list-style-type: none"> 1. Interpret information or data from charts and graphs 2. Identify main ideas and some details 3. Sequence events in stories or content-based processes 4. Use context clues and illustrations to determine meaning of words/phrases | <ol style="list-style-type: none"> 1. Classify features of various genres of text (e.g., “and they lived happily ever after” —fairy tales) 2. Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) 3. Find details that support main ideas 4. Differentiate between fact and opinion in narrative and expository text | <ol style="list-style-type: none"> 1. Summarize information from multiple related sources 2. Answer analytical questions about grade-level text 3. Identify, explain, and give examples of figures of speech 4. Draw conclusions from explicit and implicit text at or near grade level | Level 6 Reading |
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ELL Standards Grades 3-5