



Third Grade Elementary Curriculum ESSENTIALS



A quick glance at the standards/outcomes you should be seeing in your classrooms this month.
All grade level standards are expected to be taught; however, the essential [standards](#) need to be mastered/secured prior to the end of the school year.

ELA

Reading Foundational Skills:

RF.3.3a Identify and know the meaning of the most **common prefixes and derivational suffixes**.

RF.3.3b Decode words with common Latin suffixes.

RF.3.4a Read **grade-level text** with purpose and understanding.

RF.3.4b Read **grade-level prose and poetry** orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c **Use context** to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.3.8 **Recall** information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.5 With guidance and support from peers and adults, **develop and strengthen writing** as needed by planning, revising, and editing.

Language:

L.3.1a Explain the function of **nouns, pronouns, verbs, adjectives, and adverbs** in general and their functions in particular sentences.

L.3.1c Use abstract nouns.

L.3.1e Form and use the simple **verb tenses**.

L.3.1h Use **coordinating and subordinating conjunctions**.

L.3.4 Determine or clarify the **meaning of unknown and multiple-meaning word and phrases** based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4a: Use sentence-level **context as a clue** to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.4d **Use glossaries or beginning dictionaries**, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5.A Distinguish the **literal and nonliteral meanings** of words and phrases in context

L.3.5b Identify **real-life connections** between words and their use (e.g., describe people who are friendly or helpful).

Reading Literature & Informational Text:

RL.3.1 **Ask and answer questions** to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the **meaning of words and phrases** as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, **read and comprehend literature**, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1 **Ask and answer questions** to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the **meaning of general academic and domain-specific words and phrases** in a text relevant to a grade 3 topic or subject area.

RI.3.9 **Compare and contrast** the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, **read and comprehend informational texts**, including history/ social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Speaking and Listening:

SL.3.1: Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussions.

SL.3.1c **Ask questions to check understanding** of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d **Explain their own ideas and understanding** in light of the discussion

L.3.6 Acquire and use accurately **grade-appropriate conversational, general academic, and domain-specific words and phrases**, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).



Math

Topic 8: Use Strategies and Properties to Add and Subtract

Topic 9: Fluently Add and Subtract Within 1,000

No Essential Outcomes this month



[Envision Pacing Framework](#)
[Topic 8 Curriculum Guide](#)
[Topic 9 Curriculum Guide](#)

Integrated Strategies

Engagement

Graphic Organizers:

When graphic organizers are simple and used often, they can improve the ways in which students engage with texts. Graphic organizers cause students to slow down their reading process, taking reading from being a more passive activity to an active engagement.

[Graphic Organizers](#)

Blended Learning Games-Simulations-AR-

VR-AI:

Students use tools such as Minecraft Education Edition, BrainPop, iCivics, PhET Simulations, PrismsVR, Sandbox AR, etc. to create and explore virtual worlds. These tools may also provide students with otherwise unattainable experiences which enhance their learning of academic concepts.

Language ELLlevation

I Am Monologues

Students will:

Assume the identity of a person, place, thing, or idea
Prepare a few short talking points from that point of view
Verbally share the point of view with peers

This can be done K-12 with embedded supports and scaffolds.

[I Am Monologues](#)

Science

Life Science: Structures of Life

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS2-1 Construct an argument that some animals form groups that help members survive.

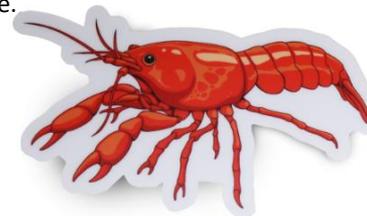
3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animal that live there may change.



[FOSS Pacing Guide](#)

[Life Science Unit](#)

[Materials and Organism Delivery](#)