

## Elementary Curriculum ESSENTIALS

**A quick glance at the essential 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.

### Integrated Strategies

<p style="text-align: center;"><b>Engagement</b> Jigsaw</p> <p>The Jigsaw strategy asks a group of students to become “experts” on a specific text or body of knowledge and then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills.</p>	<p style="text-align: center;"><b>Blended Learning</b> Project-Based Learning</p> <p>Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.</p>	<p style="text-align: center;"><b>Language (ELLevation)</b> Building with Bricks and Mortar</p> <p>Create sentences using vocabulary cards Discuss new sentences with peers Write sentences in notebook</p> <p style="text-align: center;"><i>Can be modified with pictures and single words for Kinder.</i></p>
<p><b>Unit 9: Spending Time and Money</b> <b>Essential Question: What do our economic choices tell us about ourselves?</b> April 22 - May 10 (15 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 10: Forces and Interactions</b> <b>Essential Question: How does understanding science help us achieve our goals?</b> May 13 - May 31 (14 days)</p>

### Reading Foundational Skills

RF.3.3 Know and apply <b>grade-level phonics and word analysis</b> skills in <b>decoding</b> words.	RF.3.3a Identify and know the meaning of the most <b>common prefixes and derivational suffixes</b> .	RF.3.3b Decode words with common Latin suffixes.
RF.3.4a Read <b>grade-level text</b> with purpose and understanding.	RF.3.4b Read <b>grade-level prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.	RF.3.4c <b>Use context</b> to confirm or self-correct word recognition and understanding, rereading as necessary.

### Reading - Literature

RL.3.1 <b>Ask and answer questions</b> to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.4 Determine the <b>meaning of words and phrases</b> as they are used in a text, distinguishing literal from nonliteral language.	RL.3.10 By the end of the year, <b>read and comprehend literature</b> , including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
---	---	---

### Reading - Informational Text

RI.3.1 <b>Ask and answer questions</b> to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.4 Determine the <b>meaning of general academic and domain-specific words and phrases</b> in a text relevant to a grade 3 topic or subject area.	RI.3.9 <b>Compare and contrast</b> the most important points and key details presented in two texts on the same topic.
RI.3.10 By the end of the year, <b>read and comprehend informational texts</b> , including history/ social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		

### Language

L.3.1a Explain the function of <b>nouns, pronouns, verbs, adjectives, and adverbs</b> in general and their functions in particular sentences.	L.3.1c Use abstract nouns.	L.3.4a Use sentence-level <b>context as a clue</b> 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.3.4c Use a known <b>root word as a clue</b> to the meaning of an unknown word with the same root.	L.3.4d <b>Use glossaries or beginning dictionaries</b> , both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5.a Distinguish the <b>literal and nonliteral meanings</b> of words and phrases in context	L.3.5b Identify <b>real-life connections</b> between words and their use (e.g., describe people who are friendly or helpful).	L.3.5.c Distinguish <b>shades of meaning</b> among related words that describe states of mind or degrees of certainty.

### Speaking and Listening

SL.3.1 Engage effectively in a range of <b>collaborative discussions</b> 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 <b>rules for discussions</b> .
SL.3.1c <b>Ask questions to check understanding</b> of information presented, stay on topic, and link their comments to the remarks of others.	SL.3.1d <b>Explain their own ideas and understanding</b> in light of the discussion.	

### Writing

W.3.5 With guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by planning, revising, and editing.	W.3.8 <b>Recall</b> information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
--	--	--

<p><b>Topic 9 - Fluently Add and Subtract Within 1,000</b> 8 lessons over 12 days Numbers and Base Ten</p>	<p><b>Mathematics</b> <b>Topic 15 - Attributes of Two-Dimensional Shapes</b> 4 lessons over 11 days Geometry</p>	<p><b>Topic 10 - Multiply by Multiples of 10</b> 4 lessons over 8 days Numbers and Base Ten</p>
--	--	---

### CRITICAL CONTENT AREA 4 GEOMETRY

Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. (G.3)

Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole. (G.2)

### LIFE SCIENCE ~ STRUCTURES OF LIFE ~ February 12 - June 7

3-LS1 From Molecules to Organisms: Structures and Processes	3-LS2 Ecosystems: interactions, Energy, and Dynamics	3-LS3 Heredity: Inheritance and Variation of Traits
3-LS4 Biological Evolution: unity and Diversity		