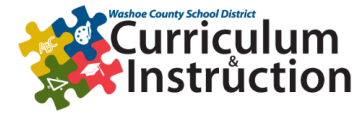




Third Grade Elementary Curriculum ESSENTIALS



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.3.3c: **Decode** multisyllable words.

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.

Writing:

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

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.

Language:

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

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

L.3.1i Produce simple, compound, and complex **sentences**.

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

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



Reading Literature & Informational Text:

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.3.9 **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.

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.3.10 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.

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.3.1c **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.

Math

Topic 12: Understanding Fractions as Numbers

Critical Content Area 2

Number and Operations- Fractions NF.A

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. (NF.1; NF.2)

Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. (NF.1)

Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. (NF.3)

Critical Content Area 4

Geometry G.A

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)



[Envision Pacing Framework
Topic 12 Curriculum Guide](#)

Integrated Strategies

Engagement

Writing Across Curriculum:

Writing-across-the-curriculum strategies help students synthesize knowledge, ask deeper questions, and prepare for longer, more substantive pieces of writing. By providing students with a variety of writing opportunities with different subjects, they are likely to be more engaged in the classroom.

[Writing Across Curriculum](#)

Blended Learning

Collaborative Documents:

Students work on digital products with a partner or small group. Products may include: Word, PowerPoint, Sway, Excel, Canva design, video. Students have shared ownership and editing rights.

Language ELLevation

Sentence Scramble

Respond to a question or prompt by stating a sentence.

Write the sentence or dictate the sentence while the teacher scribes.

Cut up written sentence into individual words.

Work with peers to reconstruct and then write the completed sentence

Science

Earth Science: Weather and Climate

3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.



[FOSS Pacing Guide
Earth Science Unit](#)

[Materials and Organism Delivery](#)