



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.3.3b: Decode words with common Latin suffixes.

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

RF.3.3d: Read grade-appropriate **irregularly spelled 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.

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

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

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

L.3.1f: Ensure **subject-verb and pronoun-antecedent agreement**.

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

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.

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.

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.

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



Math

Topic 5: Fluently Multiply and Divide within 100

Topic 6: Connect Area to Multiplication and Addition

Critical Content Area 1: Operations and Algebraic Thinking

Students **develop** an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal sized groups, arrays, and area models; **multiplication is finding an unknown product, and division is finding an unknown factor** in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. (OA.1; OA.2; OA.3; OA.4; OA.6)

Students **use properties of operations** to **calculate** products of whole numbers, **using** increasingly sophisticated **strategies** based on these properties to solve multiplication and division problems involving single-digit factors. By **comparing** a variety of solution **strategies**, students **learn the relationship between multiplication and division**. (OA.5; OA.7; OA.9)

[Envision Pacing Framework](#)

[Topic 5 Curriculum Guide](#)

[Topic 6 Curriculum Guide](#)



Integrated Strategies

Engagement

Realia

Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, if it is something used in the real world. [Realia](#)

Blended Learning

Formative Assessment

Students use digital tools like Nearpod, Quizizz, Padlet, etc. to take short quizzes or complete exit tickets, providing teachers with immediate data.

Language ELLevation

Signal Word Flip Books

Great way for students to learn vocabulary and make meaning of words and even phrases within a text.

*Identify relevant signal words within a text

*Track words using a personal flip book

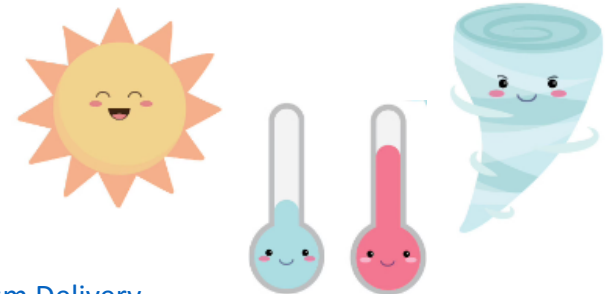
*Write sentences using the words in meaningful context [Signal Word](#)

Science

Earth Science: Weather and Climate

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

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



[FOSS Pacing Guide](#)

[Earth Science Unit](#)

[Materials and Organism Delivery](#)