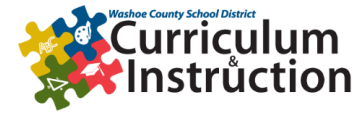




# Third Grade Elementary Curriculum ESSENTIALS



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

RF.3.4 Read with sufficient accuracy and fluency to support **comprehension**

### 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.3.1c: Use **abstract nouns** (e.g., childhood).

L.3.1d: Form and use **regular and irregular verbs**.

L.3.1e: Form and use the simple (e.g., I walked; I walk; I will walk) **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.

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: Demonstrate understanding of **figurative language, word relationships and nuances** in word meanings.

[Unit 1 Pacing Guide](#)

### Reading Literature & Informational Text:

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.



# Math

## Topic 2:

Multiplication  
Facts: Use  
Patterns

## Topic 3:

Apply Properties:  
Multiplication  
Facts for 3-8

## Topic 4:

Multiplication to  
Divide: Division  
facts

**Critical Content Area 1:** 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 2 Curriculum Guide](#)

[Topic 3 Curriculum Guide](#)

[Topic 4 Curriculum Guide](#)

# Integrated Strategies

## Engagement

### Cooperative Learning

provides students with the opportunity to share knowledge and tasks with one another (ex: Jigsaw activities, peer support, role play tasks, inquiry groups, think-pair-share)

[Cooperative Learning](#)

## Blended Learning

### Content Curation

Teachers gather quality online resources and share them in a common space for easy student access. Students may also be curating online resources for research or projects. Tools such as browser bookmarks, Wakelet, or Microsoft Edge Collections may be used.

## Language ELLevation

### Vocab Go Fish

This is an interactive way to encourage speaking and listening while building important academic vocabulary. Vocab Go Fish can be used with any content area and can be modified for different grade levels (K-5) as well as levels of support.

[Vocab Go Fish](#)

# Science

## Physical Science: Motion and Matter

3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets

3-5-ETS1: Engineering Design

[Physical Science Unit](#)

[FOSS Pacing Guide](#)

[Materials and Organism Delivery](#)

