



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

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.

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

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

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

L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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.

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.3.10 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.3.9 **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

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).



[Unit 7 Pacing Guide](#)
[Unit 8 Pacing Guide](#)

Math

Topic 14: Solve Time, Capacity & Mass Problems

Topic 16: Solve Perimeter Problems

Topic 8: Use Strategies and Properties to Add and Subtract

No Essential Outcomes this month

[Envision Pacing Framework](#)
[Topic 14 Curriculum Guide](#)
[Topic 16 Curriculum Guide](#)
[Topic 8 Curriculum Guide](#)

Integrated Strategies

Engagement

Guest Speakers:

Guest speakers extend learning beyond the classroom. There are a variety of ways to integrate speakers with the classroom standards and curriculum. Students benefit from having a clear purpose, and knowing how the topic relates to their studies. Preparing critical questions and a note taker ahead of time will focus learning.

[Guest Speaker](#)

Blended Learning

Presentation Tools and

Graphic Organizers:

Students create digital presentations to show what they know using tools such as Power Point, Sway, Canva, Powtoon, Nearpod. Digital graphic organizers are used to help students organize thinking processes and/or show relationships

Language ELLlevation

Don't Mention It:

Verbally describe a content term, person, or idea without using the word itself
Listen to peers' descriptions and make thoughtful guesses
Can be done in pairs, small group or whole class

[Don't Mention It](#)

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-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.

[FOSS Pacing Guide](#)

[Life Science Unit](#)

[Materials and Organism Delivery](#)

