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.

Washoe County School District Curriculum & Instruction

ELA

Reading Foundational Skills:

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

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

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.

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.

Language:

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

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.

Unit 2 Pacing Guide
Unit 3 Pacing Guide

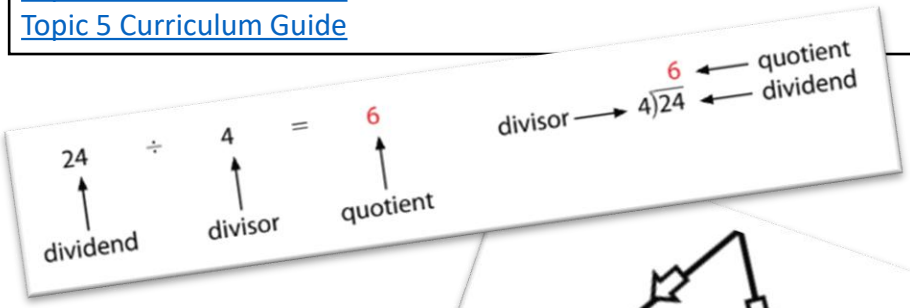
Math

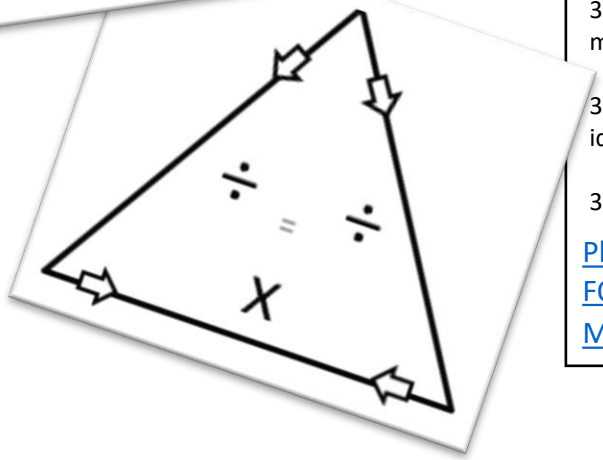
Topic 4: Multiplication to Divide: Division facts

Topic 5: Fluently Multiply and Divide within 100

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)

Envision Pacing Framework
Topic 4 Curriculum Guide
Topic 5 Curriculum Guide





Integrated Strategies

Engagement

Exit Tickets
Exit Ticket
Provides feedback to the teacher about the class; requires the student to do some synthesis of the day's content; challenges the student with a question requiring some application of what was learned in the lesson.

Exit Tickets

Blended Learning

Choice Boards /Playlists/Hyperdocs
Students are able to work independently (by themselves or with a partner/group) through all or part of a lesson because the teacher has provided them with a digital document that has tasks and resources linked. Students will typically be able to navigate to the resources to view/read, they can also edit their own copy and submit it through Teams or Canvas.

Language ELLevation

360° Words – Move It! Make It! Mean It!
Students will develop academic language through explicit vocabulary learning, identifying sentences, making connections, using kinesthetic movement, associated visuals and definitions.
360° Words

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