

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144
STEAM CURRICULUM MAP 3RD GRADE
QUARTER 1

GRADE 3 STEAM

ADOPTED AUGUST 2022

PROJECT: Organic Farming: Environmentalist

Organic farming is becoming more and more important. Organic farming is an all natural method of farming. There are many concerned people and environmentalists who strongly feel that organic farming is not only good for humans but good for our planet. You are going to work with a team of environmentalists who want to work with the local farming community and convince them organic farming is a healthier alternative to traditional farming

PRODUCTS – RESEARCH REPORT, SKIT, GARDEN DESIGN, COST ANALYSIS)

STANDARDS

INSTRUCTIONAL RESOURCES

EXTENSIONS

READING

MATH

SCIENCE

SOCIAL SCIENCE

Common Core Standards: Literature Skills

3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text basis for the answers.

3. RL.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

3.1: Provide a description of characters in a story (e.g. their traits, motivations, or feelings).

3.2: Provide an explanation of how character's actions contribute to the sequence of events.

Informational Text

3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

(Product - Research Report)

3.RI.2 Determine the main idea of a text, recount key details, and explain how they support the main idea. (Product – Research Report)

Common Core Standards for Mathematics

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

(CCSS.Math.Content.3.OA.A.1)

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

(PRODUCT – COST ANALYSIS)

(CCSS.Math.Content.3.OA.A.3)

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (PRODUCT – COST ANALYSIS)

Next Gen. Science Standards

LIFE SCIENCE

(3-LS4-3.) Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

(Product-Research report, Garden design)

(3-LS4-4.) Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

(Product -Research report)

Disciplinary Core Ideas Ecosystem Dynamics, Functioning, and Resilience (LS2.C:1.) When the environment changes in ways that affect a place's physical characteristics, temperature, or availability

Illinois Learning Standards -- Social Studies

Geographic Representations: Spatial Views of the World

SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.

Change, Continuity and Context

SS.H.1.3: Create and use a chronological sequence of events

Human-Environment Interaction: Place, Regions and Culture

SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.

Civic and Political Institutions

SS.CV.2.3: Explain how groups of people make rules to

Reading Text

[Our School Garden](#) by Rick Swann

MyOn

*[Find Out About Farming](#)

*[Machines on the Farm](#)

*[The Dish on Food and Farming in Colonial America](#)

Reading A-Z

[The Arctic Seed Vault](#)

[George Washington Carver](#)

[Strange Plants](#)

[Plant Defenses](#)

[The Seed Sowers](#)

[A Worm Farmer's Blog](#)

Math

I Ready Math

CREATE A GARDEN

CREATE A MENU

HOST A DINNER WITH HARVESTED CROPS

FIELD TRIP IDEA

FAIR OAKS FARM

2.1: Provide a statement to the main idea of a text.

2.2: Provide a recounting of key details in a text.

2.3: Provide an explanation of how key details in a text support the main idea.

3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (Focus: Using language that pertains to time and sequence)

3.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.

3.RI.5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.)

(PRODUCT – RESEARCH REPORT, GARDEN DESIGN)

Foundational Skills

3. RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Decode multi-syllable words.

b. Read grade-appropriate irregularly spelled words.

3.RF.4: Read with sufficient accuracy and fluency to support comprehension.

c. Read on-level text with purpose and understanding.

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

Writing

(PRODUCT- RESEARCH REPORT
(CCSS.ELA-Literacy.W.3.1a)
Introduce the topic or text they are

Understand properties of multiplication and the relationship between multiplication and division. (CCSS.Math.Content.3.OA.B.6)
Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.
Multiply and divide within 100. **(PRODUCT – COST ANALYSIS)**

(CCSS.Math.Content.3.OA.C.7)
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **(PRODUCT – COST ANALYSIS)**

Solve problems involving the four operations, and identify and explain patterns in arithmetic. (CCSS.Math.Content.3.OA.D.8)
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **(PRODUCT – COST ANALYSIS)**

Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic. (CCSS.Math.Content.3.NBT.A.2)
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the

of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4)

Adaptation (LS4.C:1.) For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

(3-ESS3.CNS.1.1.) Science affects everyday life. (3-ESS3-1)

Heredity: Inheritance and Variation of Traits (3-LS3-2.) Use evidence to support the explanation that traits can be influenced by the environment. **(PRODUCT – SKIT)**

Disciplinary Core Ideas
Inheritance of Traits (LS3.A:2.) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)
Variation of Traits (LS3.B:2.) The environment also affects the traits that an organism develops. (3-LS3-2)

Biodiversity and Humans (LS4.D:1.) Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)

create responsibilities and protect freedoms.

Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time.

Developing Claims and Using Evidence (SS.IS.5.3-5.): Develop claims using evidence from multiple sources to answer essential questions. **(Product- Research Report)**

Communicating Conclusions and Taking Informed Action Communicating Conclusions (SS.IS.6.3-5.):Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **(Product- Research Report)**

Lesson 1- Use Place Value to Round Numbers

Session 1-Using Place Value to Round Numbers (Lesson pages 5-8)

Session 2-Rounding to the Nearest Ten (Lesson pages 9-14)

Session 3- Rounding to the Nearest Hundred (Lesson pages 15-20)

Session 4-Using Place Value to Round Numbers (Lesson pages 21-24)

Lesson 2- Add Three Digit Numbers

Session 1-Adding Three-Digit Numbers (Lesson pages 27-30)

Session 2- Using Place Value Strategies to Add (lesson pages 31-36)

Session 3- Connecting Place Value Strategies to an Algorithm (Lesson pages 37-42)

Session 4- Adding Three-Digit Numbers (Lesson pages 43-46)

Lesson 3 Subtract Three-Digit Numbers

Session1-Subtracting Three-Digit Numbers

<p>writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS.ELA-Literacy.W.3.1b) Provide reasons that support the opinion. (CCSS.ELA-Literacy.W.3.1c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-Literacy.W.3.2a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (PRODUCT – RESEARCH REPORT)</p> <p>(CCSS.ELA-Literacy.W.3.2b) Develop the topic with facts, definitions, and details. (PRODUCT – RESEARCH REPORT)</p> <p>(CCSS.ELA-Literacy.W.3.2d) Provide a concluding statement or section. (PRODUCT – RESEARCH REPORT)</p> <p>Production and Distribution of Writing</p> <p>(CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (PRODUCT – RESEARCH REPORT, SKIT)</p> <p>Research to Build and Present Knowledge</p> <p>(CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (PRODUCT – RESEARCH REPORT, COST ANALYSIS)</p>	<p>relationship between addition and subtraction.</p> <p>PRODUCT – COST ANALYSIS)</p> <p>(CCSS.Math.Content.3.MD.C.5) Recognize area as an attribute of plane figures and understand concepts of area measurement. (PRDOUCT-GARDEN DESIGN)</p> <p>(CCSS.Math.Content.3.MD.C.6) Measure areas by counting unit squares (square cm, square m, square inches, square feet and improvised units). (PRDOUCT-GARDEN DESIGN)</p> <p>(CCSS.Math.Content.3.MD.C.7) Relate area to the operations of multiplication and addition. (PRODUCT-GARDEN DESIGN)</p>	<p>Crosscutting Concepts Cause and Effect (3-LS3.CC.2.1.) Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2) (3-LS4.CC.1.1.) Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2), (3-LS4-3)</p> <p>EARTH AND SPACE SCIENCE Science is a Human Endeavor (3-ESS3.CNS.1.1.) Science affects everyday life. (3-ESS3-1)</p>		<p>(Lesson pages 49-52) Session 2- Using Place Value Strategies to Subtract (Lesson pages 53-58) Session 3-Adding on to Subtract (Lesson pages 59-64) Session 4- Connecting Place Value Strategies to an Algorithm (Lesson pages 65-70) Session 5 - Subtracting Three-Digit Numbers (Lesson pages 71-74)</p> <p>Unit 1 Math In Action- Use Rounding and Operations Lesson pages 76-85) Lesson 4- session 1- Explore the meaning of multiplication (93-96) Lesson 4 Session 2- Understanding of multiplication models (97-100) * Fluency and Skills Practice- Understanding of Multiplication Models Lesson 4 Session 3- Refine- Ideas about the Meaning of Multiplication (101-102) Lesson 5- Multiply with 0,1, 2, 5, and 10</p> <p>Session 1- Multiplying with 0, 1,</p>
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(CCSS.ELA-Literacy.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. (PRODUCT – RESEARCH REPORT, GARDEN DESIGN)

(CCSS.ELA-Literacy.W.3.10): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (include journal writing) (PRODUCT – RESEARCH REPORT)

Speaking and Listening

3.3.SL.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

2, 5, and 10 (Lesson Pages 105-108)

Session 2-
Multiplying with 2, 5, and 10 (Lesson pages 109-114)
Session 3-Multiplying with 0 and 1 (Lesson pages 115-120)
Session 4-
Multiplying with 0, 1, and 2 (Lesson pages 121-124)

Lesson 6- Multiply with 3, 4, and 6

Session 1-
Multiplying with 3, 4, and 6 (Lesson Pages 127-130)
Session 2-
Multiplying with 3 (Lesson pages 131-136)
Session 3-Multiplying with 4 (Lesson pages 137-142)
Session 5-
Multiplying with 3, 4, and 6 (Lesson pages 149-152)

Lesson 7- Multiply with 7, 8, and 9

Session 1-
Multiplying with 7, 8, and 9 (Lesson pages 155-158)
Session 2-
Multiplying with 7 (Lesson pages 159-164)
Session 3-
Multiplying with 8 (Lesson pages 165-170)

<p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Support) 3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p style="text-align: center;">Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences. (PRODUCT – RESEARCH REPORT)</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>e. Use conventional spelling high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness). (Master) f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (PRODUCT – RESEARCH REPORT)</p> <p>3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p>				<p>Session 4- Multiplying with 9 (Lesson pages 171-176) Session 5- Multiplying with 7, 8, and 9 (Lesson pages 177-180)</p> <p>Lesson 14- Understand Area</p> <p>Session 1 -Area (Lesson pages 303-306) Session 2- Understanding of Area (Lesson pages 307-310) *Fluency &Skills Practice Understanding of Area Session 3-Ideas About Finding Area (Lesson pages 311-312)</p> <p>Lesson 14 Understand Area</p> <p>Session 1 Explore Area (Lesson Pages 305-306) Additional Practice pages 305-306 Session 2 Understanding of Area (Lesson pages 309-310)Additional Practice Pages 309-310 Session 3 Refine (Lesson Pages 311-312)</p> <p>Lesson 15 Multiply to Find Area</p>	
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<p>b. Recognize and observe differences between the conventions of spoken and written standard English. (PRODUCT – RESEARCH REPORT)</p> <p>3.L.5 : Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). (PRODUCT – RESEARCH REPORT, SKIT)</p> <p>3.L.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).</p> <ul style="list-style-type: none"> Engage effectively in discussions, whether one-on-one, in groups, or teacher-led, on 3rd grade topics and texts, by explaining own ideas and asking questions based on the discussion of others. (3.RL.3) (3.L.5) <p>Literary Elements (Characters, setting, plot) Describe characters (traits, motivations, and feelings) and explain how their actions contribute to the sequence of events.</p> <ul style="list-style-type: none"> Identify and explain narrative elements in order to comprehend text. <p>Reading Skills</p> <ul style="list-style-type: none"> Authors Purpose (3.RL.1) <ul style="list-style-type: none"> Inform, persuade, entertain, express feelings and emotions Sequencing (3RL.1) Text structure (beginning, middle, end/problem, solution) 				<p>Session 1 - Multiplying to Find Area (Lesson Pages 315-318) Session 2 - Multiplying to Find Area (Lesson Pages 319-324) Session 3 - Solving Word Problems About Area (Lesson Pages 325-330) Session 4 - Multiplying to Find Area (Lesson Pages 331-334)</p> <p>Science Studies Weekly Grade 3: Science Weeks-1,2, 15,17,21,23,25</p> <p>Discovery Education Science Techbook Grades 3-5 Life Science -Unit 1</p> <p>Social Science Studies Weekly 3rd Grade Social Science Weeks 1-8</p>	
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<ul style="list-style-type: none"> ♣ Compare/Contrast (3.RL.9) (Support) <ul style="list-style-type: none"> • Characters • Settings • Plots • Informational Text features (3.RI.7) <ul style="list-style-type: none"> ♣ Captions ♣ Illustrations ♣ Headings ♣ Font differences (bolded and italicized words) ♣ Index/ table of contents o Vocabulary (3.RI.4) (3.L.3) ♣ Meaning of general academic and domain specific words <ul style="list-style-type: none"> • Argumentative Writing • Language o Writing Sentences (3.L.1) <ul style="list-style-type: none"> ♣ Subject and predicate ♣ Fragments and complete sentences o Punctuation (3.L.2) ♣ Ending marks o Capitalization (3.L.2) <ul style="list-style-type: none"> ♣ Beginning of sentences ♣ Proper and common nouns 					
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PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

STEAM CURRICULUM MAP 3RD GRADE

QUARTER 2

PROJECT: Assembly Lines

An assembly line is a process of making something that involves each worker or a group of workers having a specific job in putting something together. The item to be made moves down the assembly line through each station where a person or machine works their specific job as a part of a system. The assembly line process is a way to produce several things at a time in order to be quicker and more efficient.

PRODUCTS – PROTOTYPE, DIAGRAM, DEMONSTRATION, PRODUCT SUMMARY, TRAINING POSTER

STANDARDS				INSTRUCTIONAL RESOURCES	EXTENSIONS
READING	MATH	SCIENCE	SOCIAL SCIENCE		
<p>Common Core Standards Literature Skills(Reinforcement)</p> <p>3.RL.2: Recount stories, including fables, folktales and myths from diverse cultures, determine their central message, lesson, or moral and explain how it is conveyed through key details in the text. (Support)</p> <p>3.RL.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language</p> <p>4.1: Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. *(Master)</p> <p>3.RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter , scene, and stanza; describe how each successive part builds to earlier sections. (Introduce & Support)</p> <p>5.1: Provide references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.</p> <p>3.RL.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a</p>	<p>Common Core Standards for Mathematics</p> <p>Represent and solve problems involving multiplication and division.</p> <p>(CCSS.Math.Content.3.OA.A.1) Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7. (Products-Diagram)</p> <p>(CCSS.Math.Content.3.OA.A.3) Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Products-Diagram)</p> <p>Multiply and divide within 100.</p> <p>(CCSS.Math.Content.3.OA.C.7) Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end</p>	<p>NEXT GEN. SCIENCE STANDARDS</p> <p>Engineering Design</p> <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (Products-Prototype, Demonstration, Product Summary)</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (Products-Prototype, Demonstration, Product Summary)</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (Products-Prototype, Demonstration, Product Summary)</p>	<p>Illinois Learning Standards -- Social Studies Geographic</p> <p>Exchange and Markets (SS.EC.2.4.) Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines). (Products-Diagram)</p> <p>SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.</p> <p>Historical Sources and Evidence SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p> <p>Geographic Representations: Spatial Views of the World</p> <p>SS.G.1.3: Locate major landforms and bodies of water on a map or other representation</p>	<p>MyOn Henry Ford</p> <p>MyView Literacy Milton Hershey Chocolate King. Town Builder</p> <p>I Ready Unit 4: Changes in the West</p> <p>A-Z Reading All About Chocolate Weaving Around the World</p> <p>I Ready Math Lesson 16- Add Areas Session 1- Adding Area (lesson pages 337-340) Session 2- Finding Areas of Combined Rectangles (lesson pgs 341-346) Session 3- Finding Area of Non-Rectilinear Shapes (lesson pgs. 347-352)</p>	<p>Create A Company for Created Products</p> <p>Create Advertisements to Market Created Products</p> <p>Host A Pop-Up Shop</p> <p>Train Parents On Assembly Line</p> <p>FIELD TRIP IDEA Oberweis Factory</p> <p>Museum of Science & Industry</p>

story (e.g., create mood emphasize aspects of a character or setting). (Master)

7.1: Provide an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize an aspect of a character or setting). (Master)

Informational Text(Support)
3.RI.7: Use information gained from illustrations (e.g. maps photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
 *(Master) **7.1:** Demonstrates use of information gained from illustrations (e.g. maps, photographs) and words in a text to show understanding of the text(e.g. where, when, why, and how key events occur).

3.RI.8.1: Provide a description of the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second /third in a sequence). (Support)

3.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic. (Support)

9.1: Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.

WRITING
 Writing Standards (CCSS.ELA-Literacy.W.3.2a)
 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (Product – Product Summary, Training Poster)

of Grade 3, know from memory all products of two one-digit numbers. (Products-Diagram)

Solve problems involving the four operations and identify and explain patterns in arithmetic.
(CCSS.Math.Content.3.OA.D.8)
 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Products-Diagram)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
(CCSS.Math.Content.3.MD.A.2)
 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Products-Diagram)

Represent and interpret data.
(CCSS.Math.Content.3.MD.B.4)
 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-- whole numbers, halves, or quarters. (Products-Diagram)

Change, Continuity and Context SS.H.1.3: Create and use a chronological sequence of events.

Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time.

Human-Environment Interaction: Place, Regions and Culture SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.

Global Interconnections: Changing Spatial Patterns SS.G.3.3: Show how consumption of products connects people to distant places. Participation and

Deliberation: Applying Civic Virtues and Democratic Processes SS.CV.3.3: Compare procedures for making decisions in the classroom, school and community.

Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time.

Economic Decision Making SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.

Session 4- Refine Adding Areas

Lesson 8-Use Order and Grouping to Multiply
 Session 1-Using Order and Grouping to Multiply Lesson Pages (183-186)
 Session 2-Using Order to Multiply Lesson Pages (187-192)
 Session 3-Using Grouping to Multiply (Lesson Pages 193-198)
 Session 4- Using Order and Grouping to Multiply (Lesson Pages 199-204)
 Session 5-Refine Using Order and Grouping to Multiply (Lesson Pages 205-208)

Lesson 9- Use Place Value to multiply
 Session 1- Use Place Value to multiply pages 211-214

Session 2- Multiplying with tens 215-220
 Session 3 -Using Place Value to Multiply 221-224

Lesson 10- Understand the meaning of division
 Session 1: The Meaning of Division

<p>(CCSS.ELA-Literacy.W.3.2b) Develop the topic with facts, definitions, and details. (Product – Product Summary)</p> <p>Production and Distribution of Writing (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (Product – Product Summary)</p> <p>(CCSS.ELA-Literacy.W.3.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Product – Product Summary)</p> <p>Research to Build and Present Knowledge (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Product – Product Summary, Training Poster)</p> <p>Writing (Explanatory) 1.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Master) a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect within categories of information. d. Provide a concluding statement or section.</p>	<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (CCSS.Math.Content.3.MD.C.6) Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (Products-Diagram)</p> <p>Relate area to the operations of multiplication and addition. (CCSS.Math.Content.3.MD.C.7a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (Products-Diagram)</p> <p>(CCSS.Math.Content.3.MD.C.7b) Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (Products-Diagram)</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (CCSS.Math.Content.3.MD.D.8) Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (Products-Diagram)</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid</p>			<p>(Lesson pages 227-230) Session 2: Understanding of Division Models (Lesson pages 231-234) Session 3: Ideas About the Meaning of Division (Lesson pages 235-236)</p> <p>Lesson 11- Understand how multiplication and division are connected Session 1-How multiplication and division are connected pg. 239-242 Session 2- Understanding of how multiplication and division are connected pg. 243-246 Session 3- Ideas about how multiplication and division are connected pg. 247-248</p> <p>Lesson 12: Multiplication and Division Facts Session 1: Multiplication & Division Facts Session 2: Working with Division Facts Session 3: Using a Multiplication Table Session 4: Working with Multiplication and Division Facts</p>	
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<p>Range of Writing 3.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Master) (include journal writing)</p> <p>Speaking and Listening 3. SL.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Master) (Product-Demonstration)</p> <p>a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (Master)</p> <p>b. Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (Master)</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (Master)</p> <p>d. Explain their own ideas and understanding in light of the discussion. (Master)</p> <p>3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Support) (Product-Demonstration)</p> <p>3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Support)</p> <p>3.SL.5: Create engaging</p>	<p>volumes, and masses of objects. (CCSS.Math.Content.3.MD.A.1) Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (Product-Demonstration)</p> <p>Develop understanding of fractions as numbers. (CCSS.Math.Content.3.NF.A.1) Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (Product – Product Summary)</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (CCSS.Math.Content.3.NF.A.3a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (Product – Product Summary)</p> <p>(CCSS.Math.Content.3.NF.A.3b) Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (Product – Product Summary)</p> <p>(CCSS.Math.Content.3.NF.A.3c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point</p>			<p>Lesson 13: Understand Patterns Session 1: Patterns (Page 273-276) Session 2: Understanding of Patterns (Pages 277-280) Session 3: Ideas about Patterns (Page 281-282)</p> <p>Lesson 26 Measure Length and Plot Data on Line Plots Session 1: Measuring Length and Plot Data on line plots (Pages 551-554) Session 2: Measuring Length (Pages 555-560)</p> <p>Lesson 28 Session 1: Working with Liquid Volume (Pages 617-620) Session 2: Estimating Liquid Volume (Pages 621-626) Session 3: Solving Word Problems About Liquid Volume (Pages 627-632) Session 4: Understanding of Liquid Volume (Pages 633-636)</p> <p>Science Studies Weekly Grade 3: Weeks 3-4</p> <p>Social Science Studies Weekly</p>	
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<p>audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (Additional Standard)</p> <p>3. SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Product-Demonstration)</p> <p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Support)</p> <p>b. Form and use regular and irregular plural nouns. (Support)</p> <p>c. Use abstract nouns (e.g., childhood). (Support)</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. (Support)</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Form and use possessives (Support)</p> <p>b. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness). (Support)</p> <p>c. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (Support)</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (Master)</p>	<p>of a number line diagram. (Product – Product Summary)</p> <p>(CCSS.Math.Content.3.NF.A.3d)</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (Product – Product Summary)</p> <p>Geometry</p> <p>Reason with shapes and their attributes.</p> <p>(CCSS.Math.Content.3.G.A.2)</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. (Product – Product Summary)</p>			<p>Social Studies Grade 3: Weeks 8-18, 20-23</p>	
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3.L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect. (Master) (Product-Demonstration)
- b. Recognize and observe differences between the conventions of spoken and written standard English.

3.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Master)

- a. Use sentence-level context as a clue to the meaning of a word or phrase. (Support)
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (Master)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion). (Support)
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3. L5: Demonstrate understanding of word relationships and nuances in word meanings. (Introduce & Support)

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). (Support)
- b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). (Master)

3.L.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). (Support)

(Products-Prototype,Demonstration)

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

STEAM CURRICULUM MAP 3RD GRADE

QUARTER 4

PROJECT: Skateboard Park Advocate

Your community is interested in building a skateboard park in your town. Everyone wants to make sure the skateboard park will be a fun, but safe addition to the local community park. They also want to make sure that it is visually appealing. There is a group of people who are promoting this new idea. This community group plans to present their ideas and research to the community park board in hopes that they will agree with your plan.

PRODUCTS – PROPOSED DESIGN, BROCHURE, LETTER, MULTIMEDIA PRESENTATION

STANDARDS

INSTRUCTIONAL RESOURCES

EXTENSIONS

READING

MATH

SCIENCE

SOCIAL SCIENCE

Common Core Standards: Literature Skills 3.RL.5:

Refer to parts of a story, drama, and poems when writing or speaking (chapter, scene, stanza) (Master at Grade level)

3.RL.6: Distinguish their own point of view from that of the narrator or those of the characters. (*Master) **3.RL.9:**

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (Master) **3.RL.10:** By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (Master)

Informational Text

3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (Focus: Steps in technical procedures in a text) (*Master) **3.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.

Common Core Standards for Mathematics Measurement and Data Represent and interpret data. (CCSS.Math.Content.3.MD.B.4)

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units--whole numbers, halves, or quarters.

(Product-Proposed Design, Multimedia Presentation)

Relate area to the operations of multiplication and addition. (CCSS.Math.Content.3.MD.C.7b)

Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (Product-Proposed Design, Multimedia Presentation)

Geometric Measurement: Recognize perimeter as an

Next Gen. Science Standards Physical Science 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. (Product-Proposed Design, Multimedia Presentation)

(3-PS2-1.) Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (Product-Proposed Design, Multimedia Presentation)

(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. (Product-Proposed Design, Multimedia Presentation)

Disciplinary Core Ideas Forces and Motion (PS2.A:1.) Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple

Illinois Learning Standards -- Social Studies Human-Environment Interaction: Place, Regions and Culture SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.

Civic and Political Institutions SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.

Perspectives SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

Global Interconnections: Changing Spatial Patterns SS.G.3.3: Show

Reading MyOn

Keyword search: community, parks, architecture, force and motion

I Ready Reading Unit 3: Making a Difference

Reading A-Z

Keyword search: community, parks, architecture, force and motion

Math I Ready Math

Lesson 19

Session 1 Scaled Graphs 415-418
Session 2 Reading and Interpreting Picture Graphs 419-424

Create own mini skateboards

Create a skateboard park

Host a Skateboarding Showcase

Field Trip: Chicago Architecture Center

3.RI.7: Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (Master) **3.RI.8.1:** Provide a description of the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second /third in a sequence). (Master)

3.RI.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.) (Master)

3.RI.9: Compare and contrast the most important points and key details presented by two texts on the same topic. (Master)

Foundational Skills (Master) 3.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Decode multi-syllable words. b. Read grade-appropriate irregularly spelled words.

3.RF.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry with accuracy, appropriate rates, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing
Argumentative, Explanatory, Narrative
3.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. (Master)

a. Introduce the topics or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (Product-Letter)

b. Provide reasons that support the opinion. (Master) (Product-Letter)

attribute of plane figures and distinguish between linear and area measures. (CCSS.Math.Content.3.MD.D.8) Solve real world and mathematical problems involving perimeters of polygons, including finding the side lengths, the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (Product-Proposed Design, Multimedia Presentation)

Geometry
Reason with shapes and their attributes. (CCSS.Math.Content.3.G.A.1) Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (Product-Proposed Design, Multimedia Presentation)

Geometric Measurement: Understand concepts of area and relate area to multiplication and to addition. (CCSS.Math.Content.3.MD.C.6) Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (Product-Multimedia Presentation)

Relate area to the operations of multiplication and addition.

forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion (3-PS2-1) (PS2.A:2.) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2)

Types of Interactions (PS2.B:1.) Objects in contact exert forces on each other. (3-PS2-1)

ENGINEERING DESIGN (3-5-ETS1-1.) Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (Product-Proposed Design, Brochure, Multimedia Presentation)

(3-5-ETS1-2.) Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints

how consumption of products connects people to distant places.

Civic and Political Institutions SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms

Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time.

Session 3 Reading and Interpreting Bar Graphs 425-430

Session 4 Drawing a Scaled Graph 431-436

Session 5 Scaled Graphs 437-440

Lesson 26 Measure Length and Plot Data on Line Plots

Session 1: Measuring Length and Plot Data on Line plots (Pages 551-554)

Session 2: Measuring Length (Pages 555-560)

Session 3: Display Data in a Line Plot (Pages 561-566)

Session 4: Measuring Length and Plotting Data on Line Plots (Pages 567-570)

Lesson 30

Categories of Shapes Pg. 677-680

Understanding of Comparing Shapes Pg. 681-684

Lesson 31

Session 1: Classifying Quadrilaterals Pg. 689-692

Session 2: Comparing Quadrilaterals Pg. 693-698

Session 3: Naming and Drawing

<p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (Master) (Product-Letter)</p> <p>d. Provide a concluding statement or section. (Master) (Product-Letter)</p> <p>3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Master)</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (Product-Proposed Design, Brochure, Letter)</p> <p>b. Develop the topic with facts, definitions, and details. (Master) (Product, Brochure)</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect within categories of information. (Master)</p> <p>d. Provide a concluding statement or section. (Master)</p> <p>3.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Master)</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (Master)</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (Master)</p> <p>c. Use temporal words and phrases to signal event order. (Master)</p> <p>d. Provide a sense of closure. . (Master)</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (Product-Proposed Design, Brochure, Letter)</p> <p>Research to Build and Present Knowledge</p>	<p>(CCSS.Math.Content.3.MD.C.7a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (Product-Multimedia Presentation)</p>	<p>of the problem. (Product-Proposed Design, Multimedia Presentation)</p> <p>Disciplinary Core Ideas Defining and Delimiting Engineering Problems (ETS1.A:1.) Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)</p>		<p>Quadrilaterals Pg. 699-704 Session 4: Classifying Quadrilaterals Pg. 705-708</p> <p>Lesson 33 Session 1: Partitioning Shapes into Parts with Equal Area p. 739 Try It, p. 740 Connect It, p. 741-742 Vocabulary Session 2: Partitioning Shapes into Equal Parts p. 743- 746 p. 747-748 Fluency and Practice Session 3: Partitioning Shapes in Parts with Equal Areas p. 749- 752</p> <p>Science</p> <p>Studies Weekly Science Weeks 5-7</p> <p>Social Science</p> <p>Studies Weekly Social Studies Weeks 20-23, 28</p>	
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3.W.7 Conduct short research projects that build knowledge about a topic. (Product-Proposed Design, Brochure, Letter)

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (Product-Multimedia Presentation)

Range of Writing

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Product-Letter)

Speaking and Listening (Master)

3.SL.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3.SL.3: Ask and answer questions about information from a speaker, offering

appropriate elaboration and detail.

(Product-Multimedia Presentation)

3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Product-Multimedia Presentation)

3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (Additional Standard)

3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Product-Multimedia Presentation)

Language

3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Master)

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Master)

b. Form and use regular and irregular verbs. (Master)

c. Form and use the simple (e.g., I walked, I walk; I will walk) verb tenses. (Master)

d. Ensure subject-verb and pronoun-antecedent agreement. (Master)

e. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (Master)

f. Ensure subject-verb and pronoun-antecedent agreement. (Master) h. Use coordinating and subordinating conjunctions. (Master)

3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Master)

<p>a. Use commas and quotation marks in dialogue.</p> <p>b. Use conventional spelling high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).</p> <p>c. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Master)</p> <p>a. Choose words and phrases for effect. (Product, Brochure)</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>3.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Master)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p>					
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<p>b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>3.L.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).</p>					
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