

Priority Standards, Skills, or Topics

GRADE LEVEL:3

READING					
<i>Priority Standard, Skill, or Topic #1</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #2</i>	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	36 weeks	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	36 weeks	CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	18 weeks
<i>Priority Standard, Skill, or Topic #4</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #5</i>	Duration (WEEKS)	Priority Standard, Skill, or Topic #6	Duration (WEEKS)
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	18 weeks	CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	18 weeks	CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	36 weeks
<i>Priority Standard, Skill, or Topic #7</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #8</i>	Duration (WEEKS)		

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<p>CCSS.ELA-LITERACY.RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>CCSS.ELA-LITERACY.RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	
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LANGUAGE	
<i>Priority Standard, Skill, or Topic #1</i>	Duration (WEEKS)
<p>CCSS.ELA-LITERACY.L.3.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.</p> <p>CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., <i>childhood</i>).</p> <p>CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.</p> <p>CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	36 weeks

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<p>CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.</p> <p>CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p>	
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<i>Priority Standard, Skill, or Topic #2</i>	Duration (WEEKS)
<p>CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.</p> <p>CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.</p> <p>CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.</p> <p>CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.</p> <p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>36 weeks</p>

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WRITING	
Priority Standard, Skill, or Topic #1	Duration (WEEKS)
<p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.</p>	18 weeks
Priority Standard, Skill, or Topic #2	Duration (WEEKS)
<p>CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p style="margin-left: 40px;">CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.</p>	

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CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.	
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<i>Priority Standard, Skill, or Topic #3</i>	Duration (WEEKS)
GDOE 3.5.7 LANGUAGE ARTS/READING Write legibly in cursive leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	36 weeks
<i>Priority Standard, Skill, or Topic #4</i>	
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	36 weeks

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SPEAKING & LISTENING			
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)
<p>CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>*Unable to be reviewed and finalized.</p>	<p>CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.3.1.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).</p> <p>CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p>	<p>36 weeks</p>

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MATH					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
CCSS.MATH.CONTENT.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	4 weeks	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 relationship between addition and subtraction.	10 weeks	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	30 weeks
<i>Priority Standard, Skill, or Topic #4</i>	Duration (WEEKS)	Priority Standard, Skill, or Topic #5	Duration (WEEKS)	Priority Standard, Skill, or Topic #6	Duration (WEEKS)
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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	18 weeks	CCSS.MATH.CONTENT.3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	36 weeks	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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	36 weeks

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<i>Priority Standard, Skill, or Topic #7</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #8</i>	Duration (WEEKS)
<p>CCSS.MATH.CONTENT.3.G.A.1</p> <p>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.</p>	36 weeks	<p>CCSS.MATH.CONTENT.3.MD.B.3</p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	36 weeks
<i>Priority Standard, Skill, or Topic #9</i>			Duration (WEEKS)
<p>CCSS.MATH.CONTENT.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>CCSS.MATH.CONTENT.3.NF.A.2.A Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>CCSS.MATH.CONTENT.3.NF.A.2.B Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>			36 weeks
<p><i>Multiplication:</i></p> <p><i>Please note that Grade 3 will need to add Multiplication Facts Families of 6-12. Multiplication Fact Families of 0-5 will be covered by Grade 2.</i></p>			

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SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
3.3.5 Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.	*Unable to be reviewed and finalized.	3.3.2 Develop map skills by positioning and labeling the seven continents and five oceans.	*Unable to be reviewed and finalized.	3.4.1 Recognize the importance of government on Guam and in the U.S., including the following: <ul style="list-style-type: none"> - The purpose of rules and laws - The basic purposes of government are to make laws, carry out laws, and decide if laws have been broken - How government protects the rights and property of individuals 	*Unable to be reviewed and finalized.
Priority Standard, Skill, or Topic #4	Duration (WEEKS)	Priority Standard, Skill, or Topic #5	Duration (WEEKS)	Priority Standard, Skill, or Topic #6	Duration (WEEKS)
3.1.1 Describe and explain the significance of traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.	*Unable to be reviewed and finalized.	3.1.2 Explain the origins of traditions or customs from other countries that can be found on Guam and in the U.S. today.	*Unable to be reviewed and finalized.	3.2.3 Create and interpret time-lines	*Unable to be reviewed and finalized.

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HEALTH					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)		
3.5.3 Identify steps for healthy decision making.	*Unable to be reviewed and finalized.	3.4.3 Suggest nonviolent strategies to manage conflict.	*Unable to be reviewed and finalized.		
MUSIC					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)	Priority Standard, Skill, or Topic #3	Duration (WEEKS)
3.2.1 Sing with accuracy in a developmentally appropriate range.	*Unable to be reviewed and finalized.		*Unable to be reviewed and finalized.		
ART					
Priority Standard, Skill, or Topic #1	Duration (WEEKS)	Priority Standard, Skill, or Topic #2	Duration (WEEKS)		
3.1.4 Identify and describe elements of art in works of art, emphasizing line, color, shape/ form, texture, space	*Unable to be reviewed and finalized.	3.2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes in space and on forms	*Unable to be reviewed and finalized.		

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TECHNOLOGY			
ISTE Standard 1: Empowered Learner (EL)	Duration (WEEKS)	ISTE Standard 2: Digital Citizen (DC)	Duration (WEEKS)
<p>Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p style="color: red;">A. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p style="color: red;">B. Students build networks and customize their learning environments in ways that support the learning process.</p> <p style="color: red;">C. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p style="color: red;">D. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	YEARLONG	<p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p style="color: red;">A. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p style="color: red;">B. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p style="color: red;">C. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p style="color: red;">D. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	YEARLONG
<p><i>* Keyboarding is part of the essential conditions required for implementation of the new technology standards. It is critical to incorporate this skill into various lessons.</i></p>			

*ALL PSSTs WITH THE EXCEPTION OF P.E. WERE FINALIZED. THE DURATION AS NOTED IN THE APPROPRIATE COLUMNS WERE NOT COMPLETED AND FINALIZED FOR THOSE STANDARDS THEY REFER TO.