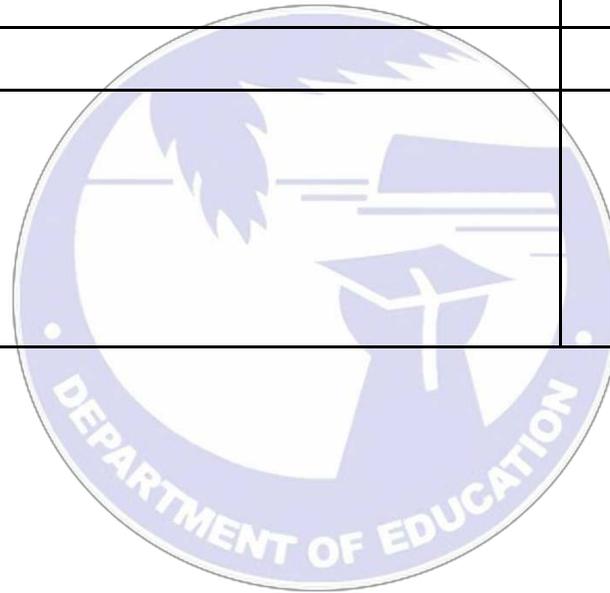


# Priority Standards, Skills or Topics SY 20-21

## GRADE LEVEL: THIRD

READING					
<i>Priority Standard, Skill, or Topic #1</i>	<i>Duration</i>	<i>Priority Standard, Skill, or Topic #2</i>	<i>Duration</i>	<i>Priority Standard, Skill, or Topic #3</i>	<i>Duration</i>
<b>CCSS.ELA-LITERACY.RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Year Long	<b>CCSS.ELA-LITERACY.RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Year Long	<b>CCSS.ELA-LITERACY.RI/3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	3 <sup>rd</sup> Quarter
<i>Priority Standard, Skill, or Topic #4</i>	<i>Duration</i>				
<b>CCSS.ELA-LITERACY.RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4 <sup>th</sup> Quarter				



# Priority Standards, Skills or Topics SY 20-21

LANGUAGE					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p><b>CCSS.ELA-LITERACY.L.3.1 I</b>                      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:                      I. <u>Produce simple, compound, and complex sentences. (SIMPLE ONLY)</u></p>	1 <sup>st</sup> Quarter	<p><b>CCSS.ELA-LITERACY.L.3.1.A, C, B,</b>                      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:                      A. Explain the function of <u>nouns, pronouns, verbs, adjectives, and adverbs</u> in general and their functions in particular sentences. (NOUNS AND PRONOUNS ONLY)                      C. <u>Use abstract nouns (e.g., childhood).</u>                      B. <u>Form and use regular and irregular plural nouns.</u></p>	2 <sup>nd</sup> Quarter	<p><b>CCSS.ELA-LITERACY.L.3.1. A, C, D, E, F, H</b>                      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:                      A. Explain the function of <u>nouns, pronouns, verbs, adjectives, and adverbs</u> in general and their functions in particular sentences. (VERBS)                      D. <u>Form and use regular and irregular verbs.</u>                      E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  <u>CCSS.ELA-LITERACY.L.3.1.</u>                      F. Ensure subject-verb and pronoun-antecedent agreement.                      H. Use coordinating and subordinating conjunctions.</p>	3 <sup>rd</sup> Quarter
<b>Priority Standard, Skill, or Topic #4</b>	<b>Duration</b>				
<p><b>CCSS.ELA-LITERACY.L.3.1. A, G, I</b>                      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:                      A. Explain the function of <u>nouns, pronouns, verbs, adjectives, and adverbs</u> in general and their functions in particular sentences. (ADJECTIVES AND ADVERBS).                      G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	4 <sup>th</sup> Quarter				

## Priority Standards, Skills or Topics SY 20-21

WRITING					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p><b>CCSS.ELA-LITERACY.W.3.2.A</b> Write <i>informative</i>/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (INFORMATIVE)</p>	1 <sup>st</sup> Semester	<p><b>CCSS.ELA-LITERACY.W.3.2.B-D</b> Write <i>informative</i>/explanatory texts to examine a topic and convey ideas and information clearly: (INFORMATIVE) B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.</p>	1 <sup>st</sup> Semester	<p><b>CCSS.ELA-LITERACY.W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	2 <sup>nd</sup> Semester
<p><b>Priority Standard, Skill, or Topic #4</b></p>	Duration				
<p><b>CCSS.ELA-LITERACY.W.3.3.A-D</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.</p>	2 <sup>nd</sup> Semester				

## Priority Standards, Skills or Topics SY 20-21

MATH					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p><b>CC7S.MATH.CONTENT.3.OA.D.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>(1<sup>st</sup> quarter – multiples of 0, 1, 2, 5, 10) (2<sup>nd</sup> quarter – multiples of 3, 4, 6) (3<sup>rd</sup> quarter – multiples of 7, 8, 9) (4<sup>th</sup> quarter – multiples of 0 – 12)</p>	Year Long	<p><b>CCSS.MATH.CONTENT.3.OA.D.8</b> 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.</p>	2 <sup>nd</sup> -4 <sup>th</sup> Quarter	<p><b>CCSS.MATH.CONTENT.3.NBT.A.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	1 <sup>st</sup> Quarter
Priority Standard, Skill, or Topic #4	Duration	Priority Standard, Skill, or Topic #5	Duration	Priority Standard, Skill, or Topic #6	Duration
<p><b>CCSS.MATH.CONTENT.3.NBT.A.2</b> 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.</p> <p><i>*embed 1-2 step word problems focusing on <u>addition and subtraction</u></i></p>	2 <sup>nd</sup> Quarter	<p><b>CCSS.MATH.CONTENT.3.OA.A.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> 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 <math>5 \times 7</math>.</p> <p><i>*embed 1-2 step word problems focusing on <u>multiplication</u> with addition and/ or subtraction</i></p>	3 <sup>rd</sup> Quarter	<p><b>CCSS.MATH.CONTENT.3.OA.A.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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. For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</p> <p><i>*suggestion: use fractions to teach division</i> <i>*embed 1-2 step word problems focusing on <u>division</u> with multiplication, addition and/ or subtraction</i></p>	4 <sup>th</sup> Quarter

# Priority Standards, Skills or Topics SY 20-21

SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
3.3.5 Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.	1 <sup>st</sup> Quarter	3.3.2 Develop map skills by positioning and labeling the seven continents and five oceans.	1 <sup>st</sup> Quarter	3.4.1 Recognize the importance of government on Guam and in the U.S., including the following: <ul style="list-style-type: none"> <li>• The purpose of rules and laws</li> <li>• The basic purposes of government are to make laws, carry out laws, and decide if laws have been broken</li> <li>• How government protects the rights and property of individuals</li> </ul>	2 <sup>nd</sup> Quarter
<b>Priority Standard, Skill, or Topic #4</b>	<b>Duration</b>	<b>Priority Standard, Skill, or Topic #5</b>	<b>Duration</b>		
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.	3 <sup>rd</sup> Quarter	3.2.3 Create and interpret time-lines	4 <sup>th</sup> Quarter		
SCIENCE					
<b>Unit #4</b>	<b>Duration</b>	<b>Unit #5:</b>	<b>Duration</b>		
Ecosystems	1 <sup>st</sup> Semester	Environmental Factors	2 <sup>nd</sup> Semester		