

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.RL.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 | |
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| <i>Priority Standard, Skill, or Topic #1</i> | Duration (WEEKS) |
| <p>CCSS.ELA-LITERACY.L.3.1 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> | <p>36 weeks</p> |

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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) |
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| <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> | 36 weeks |

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| WRITING | |
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| 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: 20px;">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: 20px;">CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.</p> <p style="margin-left: 20px;">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: 20px;">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: 20px;">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: 20px;">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: 20px;">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) |
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| <b style="color: red;">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> | |
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| 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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Explain their own ideas and understanding in light of the discussion.</p> | <p>36 weeks</p> |

Priority Standards, Skills, or Topics

GRADE LEVEL:3

| 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</p> <p>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</p> <p>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</p> <p>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> | | | |

Priority Standards, Skills, or Topics

GRADE LEVEL:3

| SOCIAL STUDIES | | | | | |
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| 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: - 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. |

Priority Standards, Skills, or Topics

GRADE LEVEL:3

| SCIENCE | | | | | |
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| Priority Standard, Skill, or Topic #1 | Duration (WEEKS) | Priority Standard, Skill, or Topic #2 | Duration (WEEKS) | | |
| Unit 1 - Forces Curriculum | 36 weeks | Unit 6 - Ecosystems | 36 weeks | | |
| PE | | | | | |
| Priority Standard, Skill, or Topic #1 | Duration (WEEKS) | Priority Standard, Skill, or Topic #2 | Duration (WEEKS) | Priority Standard, Skill, or Topic #3 | Duration (WEEKS) |
| *Unable to be reviewed and finalized. | *Unable to be reviewed and finalized. | *Unable to be reviewed and finalized. | *Unable to be reviewed and finalized. | *Unable to be reviewed and finalized. | *Unable to be reviewed and finalized. |

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| HEALTH | | | | | |
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| 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 | | | |
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| 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><i>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.</i></p> <p><i>B. Students build networks and customize their learning environments in ways that support the learning process.</i></p> <p>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><i>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.</i></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><i>A. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</i></p> <p>B. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p><i>C. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i></p> <p><i>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.</i></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.**