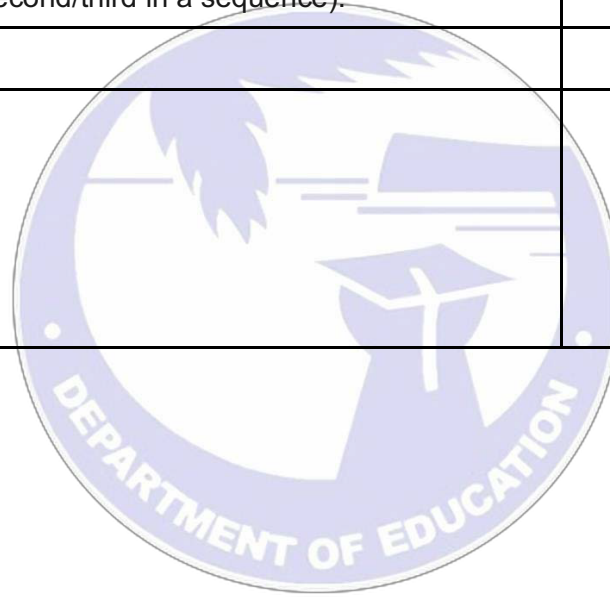


Priority Standards, Skills or Topics SY21-22

GRADE LEVEL: THIRD

READING					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
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.	1 st Semester	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).	1 st Semester	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.	2 nd Semester
Priority Standard, Skill, or Topic #4	Duration				
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.	2 nd Semester				

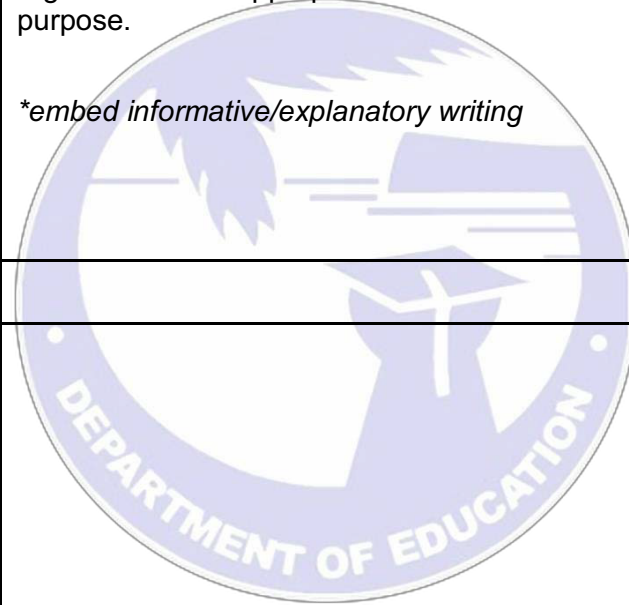


Priority Standards, Skills or Topics SY 21-22

LANGUAGE					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p>CCSS.ELA-LITERACY.L.3.1.A-F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. 	1 st Semester	<p>CCSS.ELA-LITERACY.L.3.1.G-I Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences. 	2 nd Semester		
Priority Standard, Skill, or Topic #4	Duration				
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Priority Standards, Skills or Topics SY 21-22

WRITING					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p>CCSS.ELA-LITERACY.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><i>*embed opinion writing</i></p>	1 st Semester	<p>CCSS.ELA-LITERACY.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><i>*embed informative/explanatory writing</i></p>	2 nd Semester		
Priority Standard, Skill, or Topic #4	Duration				



Priority Standards, Skills or Topics SY 21-22

MATH					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p>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.</p> <p><i>*embed 1-2 step word problems focusing on <u>addition and subtraction</u></i></p> <p><i>*embed Multiplication Facts Fluency (0-12)</i></p>	1 st Semester	<p>CC7S.MATH.CONTENT.3.OA.D.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.</p> <p><i>*embed 1-2 step word problems focusing on <u>multiplication/division</u></i></p>	1 st & 2 nd Semester	<p>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 $1/b$.</p>	2 nd Semester
Priority Standard, Skill, or Topic #4	Duration	Priority Standard, Skill, or Topic #5	Duration	Priority Standard, Skill, or Topic #6	Duration
<p>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</p>	1 st & 2 nd Semester				

Priority Standards, Skills or Topics SY 21-22

SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
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 	1 st Semester	3.3.1 Read and construct maps, tables, graphs, and charts.	1 st Semester	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.	2 nd Semester
Priority Standard, Skill, or Topic #4	Duration	Priority Standard, Skill, or Topic #5	Duration		
3.2.3 Create and interpret time-lines.	2 ND Semester				
SCIENCE					
Unit #4	Duration	Unit #5:	Duration		
<u>Ecosystems</u> 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.* 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	1 st Semester	<u>Environmental Factors</u> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	2 nd Semester		