Paris Crestwood 3rd Grade Curriculum Maps
2022-2023 School Year

The following document includes the following:
1. 3rd Grade Standards:
   a. Common Core State Standards for ELA and Mathematics
   b. Next Generation Science Standards for Science
   c. Illinois Learning Standards for Social Studies
2. Scope and Sequences:
   a. Reading (ReadyGEN)
   b. English (Shurley English)
   c. Mathematics (Big Ideas)
   d. Science (HSP Illinois Science)
   e. Social Studies (Studies Weekly)

Common Core State Standards for English/Language Arts

Reading: Literature

- RL.3.1Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 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 on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9 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)
- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Informational Text

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 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.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.
- RI.3.7 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).
- 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).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    - o RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
    - o RF.3.3.b Decode words with common Latin suffixes.
    - o RF.3.3.c Decode multisyllable words.
    - o RF.3.3.d Read grade-appropriate irregularly spelled words.
- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
    - o RF.3.4.a Read grade-level text with purpose and understanding.
    - o RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    - o RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
    - o W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    - o W.3.1.b Provide reasons that support the opinion.
    - o W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
    - o W.3.1.d Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - o W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
    - o W.3.2.b Develop the topic with facts, definitions, and details.
    - o W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    - o W.3.2.d Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - o W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    - o 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.
    - o W.3.3.c Use temporal words and phrases to signal event order.
    - o W.3.3.d Provide a sense of closure.
- 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.)
- 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.)

- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.7 Conduct short research projects that build knowledge about a topic.
- 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.
- 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.

Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - o L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    - o L.3.1.b Form and use regular and irregular plural nouns.
    - o L.3.1.c Use abstract nouns (e.g., childhood).
    - o L.3.1.d Form and use regular and irregular verbs.
    - o L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
    - o L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.*
    - o L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    - o L.3.1.h Use coordinating and subordinating conjunctions.
    - o L.3.1.i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - o L.3.2.a Capitalize appropriate words in titles.
    - o L.3.2.b Use commas in addresses.
    - o L.3.2.c Use commas and quotation marks in dialogue.
    - o L.3.2.d Form and use possessives.
    - o L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
    - o L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
    - o L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - o L.3.3.a Choose words and phrases for effect.*
    - o L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    - o L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

- o L.3.4.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).
  - o L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - o L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - o L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - o L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - o L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6 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).

Common Core State Standards for Mathematics

Operations and Algebraic Thinking

- 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.
- 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
- 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.1
- 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?
- 3.OA.B.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
- 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.
- 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 × 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.
- 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.3
- 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Number Operations in Base Ten

- 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- 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.
- 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number Operations – Fractions

- 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.
- 3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- 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.
- 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.
- 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- 3.NF.A.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- 3.NF.A.3.b 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.
- 3.NF.A.3.c 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 of a number line diagram.
- 3.NF.A.3.d 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.

Measurement and Data

- 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.
- 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 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.
- 3.MD.B.3 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- 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.
- 3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.
- 3.MD.C.5.a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

- 3.MD.C.5.b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.C.7 Relate area to the operations of multiplication and addition.
- 3.MD.C.7.a 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.
- 3.MD.C.7.b 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.
- 3.MD.C.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
- 3.MD.C.7.d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- Geometric measurement: recognize perimeter.
- 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.

Geometry
- 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.
- 3.G.A.2 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 1/4 of the area of the shape.

Next Generation Science Standards

Physical Science

- 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balance and unbalanced forces on the motion of an object.
- 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.
- 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.

Life Science

- 3-LS1-2 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- 3-LS2-1 Construct an argument that some animals form groups that help members survive.
- 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
- 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 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.
- 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes the types of plants and animals that live there may change.

Earth and Space Science

- 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.
- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Illinois Learning Standards for Social Studies

Inquiry Skills:
- SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.
- SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry. SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.
- SSIS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
- SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.
- SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
- SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.
- SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

Civic Standards:
- SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.
- SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms.
- SS.CV.3.3: Compare procedures for making decisions in the classroom, school and community.
- SS.CV.4.3: Describe how people have tried to improve their communities over time.

Geography Standards:
- SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.
- SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.
- SS.G.3.3: Show how consumption of products connects people to distant places.

Economics and Financial Literacy Standards
- SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.
- SS.EC. 2.3: Generate examples of the goods and services that governments provide.
- SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy.
- SS.EC.FL. 4.3: Explain that when people borrow, they receive something of value now and agree to repay the lender over time.

History Standards:
- SS.H.1.3: Create and use a chronological sequence of events.
- SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.
- SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

3rd Grade Reading Scope and Sequence
Curriculum: ReadyGEN

Module	Featured Reading	Reading Analysis Skills	Grammar Focus	Phonics and Spelling Focus	Writing	Common Core State Standards
Unit 1, Module A	**Text Collection:** "Location, Location, Location", *Thunder Cake* **Trade Book:** *The Case of the Gasping Garbage*	Character, Questions and Answers, Parts of Stories, Sequence of Events, Point of View, Compare and Contrast	Nouns, Verbs, Quotation Marks and Commas in Dialogue, Pronouns	**Lessons 1-5** Short Vowels and Syllables VC/CV **Lessons 6-10** Plurals –s, -es, -ies **Lessons 11-15** Base Words and Endings **Lessons 16-18** Vowel Digraphs ee, *ea, ai, ay, oa, ow*	Narrative (Describe Character and Setting, Write Series of Events in Order, Write Dialogue, Revise, Edit, Publish)	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.1, W.3.3, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, RF.3.3, RF.3.4
Unit 1, Module B	**Text Collection:** *The Moon Seems to Change* **Trade Book:** *Treasure in the Trees, About Earth*	Main Idea and Key Details, Text Features, Information from Illustrations, Point of View, Character, Central Message, Explain Scientific Ideas and Concepts	Nouns as Subjects, Subject-Verb Agreement, Simple Sentences, Adjectives, Article Adjectives, Coordinating Conjunctions	**Lessons 1-5** Vowel Digraphs ee, *ea, ai, ay, oa, ow* **Lessons 6-10** Vowel Diphthongs *ou, ow, oi, oy* **Lessons 11-15** Syllable Patterns V/CV, VC/V **Lessons 16-18** Final Syllable -le	Informational Article (Introduce Topic, Gather Information, Use Linking Words to Connect Ideas, Use Illustrations, Write Concluding Statement, Give Presentation)	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, RF.3.3, RF.3.4
Unit 2, Module A	**Text Collection:** *The Athabascans, The Frog Princess* **Trade Book:** *The Year of Miss Agnes*	Main Idea, Character, Central Message, Illustrations that Create Mood, Compare and Contrast	Capitalization, Adverbs, Punctuation, Subject-Verb Agreement, Simple and Compound Sentences	**Lessons 1-5** Compound Words **Lessons 6-10** Consonant Blends **Lessons 11-15** Consonant Digraphs **Lessons 16-18** Contractions	Narrative (Write Details and Take Notes for a Story, Write Character Sketch with Dialogue to Develop Experiences and Show Responses)	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10, RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.3, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, RF.3.3, RF.3.4
Unit 2, Module B	**Text Collection:** *City Homes* **Trade Book:**	Main Idea and Key Details, Analyze Photos, Ask and Answer Questions,	Adverbs, Conjunctions, Plural Regular and Irregular	**Lessons 1-5** Prefixes *un-, re-, mis-, dis-, non-* **Lessons 6-10**	Compare-Contrast Essay (Compare Genres, Write Introduction and Add Details, Add Illustrations,	RL.3.1, RL.3.2, RL.3.4, RL.3.7, RL.3.10, RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8,

	Deep Down, The Song of Sky and Sand	Use Illustrations to Understand Text, Compare and Contrast, Central Message	Verbs, Spelling, Reference Materials	Spellings of /j/, /s/, and /k/ **Lessons 11-15** Suffixes –ly, -ful, -ness, -less, -able, -ible **Lessons 16-18** Consonant Patterns wr, kn, gn, st, mb	Use Linking Words and Phrases, Write Concluding Statement, Gather Information and Take Notes, Sort Evidence, Write Outline, Draft and Edit)	RI.3.9, RI.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, RF.3.3, RF.3.4
Unit 3, Module A	**Text Collection:** *Knots on a Counting Rope, Paul Bunyan* **Trade Book:** *Storm in the Night*	Contributions of Illustrations to a Text, Character, Central Message, Point of View	Regular and Irregular Plural Nouns, Subject Pronouns, Object Pronouns, Adjectives, Possessives, Capitalization in Titles	**Lessons 1-5** Irregular Plurals **Lessons 6-10** R-Controlled Vowels **Lessons 11-15** Prefixes pre-, mid-, over-, bi-, out-, de- **Lessons 16-18** Suffixes –er, -or, -ess, -ist	Opinion Essay (State Point of View, Organizational Structure, Support with Reasons and Text Evidence, Provide a Conclusion)	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7, RL.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.3, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, RF.3.3, RF.3.4
Unit 3, Module B	**Text Collection:** *On the Same Day in March* **Trade Book:** *Weather, Living Through a Natural Disaster*	Ask and Answer Questions, Scientific Ideas, Information from Illustrations, Compare and Contrast, Cause and Effect, Contributions of Maps and Photographs, Time Relationships	Adverbs, Comparatives and Superlatives, Abstract Nouns, Verb Tenses, Sentences	**Lessons 1-5** Syllable Patterns VCCCV **Lessons 6-10** Syllable Patterns CV/VC **Lessons 11-15** Homophones **Lessons 16-18** Vowel Patterns a, au, aw, al, augh, ough	Informational Essay (Gather Information, Choose Genre and Details, Group Related Information, Create Illustration, Use Linking Words, Write Notes on Graphic Organizer and in Categories, Revise and Edit)	RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.9, RI.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.2, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, RF.3.3, RF.3.4
Unit 4, Module A	**Text Collection:** *Back of the Bus, Rose Parks: The Hero of Our Time*, Poems **Trade Book:** *Brave Girl, Below Deck: A Titanic Story*	Character, Compare and Contrast, Use Illustrations and Words, Relationship Between Historical Events, Point of View, Main Ideas and Details, Central Message, Parts of Stories	Nouns, Regular and Irregular Plural Nouns, Prefixes and Suffixes, Base Words, Abstract Nouns, Pronoun-Antecedent Agreement, Possessives, Commas, Quotation Marks	**Lessons 1-5** Vowel Patterns ei, eigh **Lessons 6-10** Suffixes –y, -ish, -hood, -ment **Lessons 11-15** Vowel Digraphs oo, ew, ue, ui **Lessons 16-18** Schwa	Opinion Essay (Write Opinions with Reasons to Support, Write Concluding Statements, Write List of Sources, Draft, Edit, Publish)	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, L.3.1, L.3.2, L.3.3, L.3.5, L.3.5, L.3.6, W.3.1, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, RF.3.3, RF.3.4

| Unit 4, Module B | **Text Collection:** *Who Really Created Democracy?, A More Perfect Union* **Trade Book:** *What Is a Government?* | Main Ideas and Details, Points of View, Historical Events, Compare and Contrast | Subject-Verb Agreement, Pronoun-Antecedent Agreement, Simple, Compound, and Complex Sentences, Capitalization in Titles, Adverbs | **Lessons 1-5** Schwa **Lessons 6-10** Final Syllables **Lessons 11-15** Prefixes *im-, in-* **Lessons 16-18** Related Words | Opinion Essay (Write Different Points of View, State Opinion and Support with Details, Use Organizational Structure, Take Notes and Sort Into Categories, Publish and Present) | RL3.5, RL3.6, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, W.3.1, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, RF.3.3, RF.3.4 |

3ʳᵈ Grade English Scope and Sequence
Curriculum: Shurley English

CHAPTER/TOPICS	# OF LESSONS	MAIN COMMON CORE STATE STANDARDS ALIGNMENT FOCUSES
1 Introduction, Synonyms/Antonyms, Vocabulary, Analogies	8	CCSS.ELA-LITERACY.L.3.3 CCSS.ELA-LITERACY.L.3.4 CCSS.ELA-LITERACY.L.3.5
2 Nouns, Verbs, Adverbs, Adjectives, Kinds of Sentences	11	CCSS.ELA-LITERACY.L.3.1A CCSS.ELA-LITERACY.L.3.1I
3 Prepositions and Prepositional Phrases	8	CCSS.ELA-LITERACY.L.3.1A
4 Transition and Compound Words	9	CCSS.ELA-LITERACY.L.3.3A
5 Pronouns, Suffixes	8	CCSS.ELA-LITERACY.L.3.1A CCSS.ELA-LITERACY.L.3.1F CCSS.ELA-LITERACY.L.3.4B CCSS.ELA-LITERACY.L.3.4C
7 Conjunctions, Complex Sentences	8	CCSS.ELA-LITERACY.L.3.1H CCSS.ELA-LITERACY.L.3.1I
9 Helping Verbs	10	CCSS.ELA-LITERACY.L.3.1D
10 Contractions, Homonyms	7	CCSS.ELA-LITERACY.L.3.4
11 Interjections	7	5ᵗʰ Grade Standard

3rd Grade Mathematics Scope and Sequence
Curriculum: Big Ideas

CHAPTER	CHAPTER TITLE	# OF LESSONS	ANTICIPATED DAYS TO COMPLETE	COMMON CORE STANDARDS
1	Understand Multiplication	7	10	3.OA.A.1, 3.OA.A.3, 3.OA.B.5, 3.OA.D.8
2	Multiplication Facts and Strategies	6	10	3.OA.A.3, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9
3	More Multiplication Facts and Strategies	9	13	3.OA.A.3, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9
4	Division Facts and Strategies	9	13	3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.8
5	Patterns and Fluency	4	9	3.OA.D.9
6	Relate Area to Multiplication	5	11	3.MD.C.5, 3.MD.C.6., 3.MD.C.7, 3.MD.D.8
7	Round and Estimate Numbers	5	10	3.OA.D.8, 3.OA.D.9
8	Add and Subtract Multi-Digit Numbers	11	15	3.NBT.A.1, 3.NBT.A.2
9	Multiples and Problem-Solving	5	10	3.OA.A.3, 3.OA.A.4
10	Understand Fractions	5	10	3.NF.A.1, 3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3c
11	Understand Fraction Comparison and Equivalence	8	12	3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3d
12	Understand Time, Liquid Volume, and Mass	8	12	3.MD.A.1, 3.MD.A.2, 3.MD.A.4
13	Classify Two-Dimensional Shapes	4	9	3.G.A.1, 3.G.A.2
14	Represent and Interpret Data	7	11	3.MD.B.3, 3.MD.B.4, 3.OA.D.8 3.NBT.A.2
15	Find Perimeter and Area	5	11	3.MD.C.5, 3.MD.C.6., 3.MD.C.7, 3.MD.D.8

3rd Grade High Mathematics Scope and Sequence
Curriculum: 3rd and 4th Grade Big Ideas

CHAPTER	CHAPTER TITLE	# OF LESSONS	ANTICIPATED DAYS TO COMPLETE	COMMON CORE STANDARDS
1	Understand Multiplication	7	10	3.OA.A.1, 3.OA.A.3, 3.OA.B.5, 3.OA.D.8
2	Multiplication Facts and Strategies	6	10	3.OA.A.3, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9
3	More Multiplication Facts and Strategies	9	13	3.OA.A.3, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9
4	Division Facts and Strategies	9	13	3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.OA.D.8
5	Patterns and Fluency	4	9	3.OA.D.9
6	Relate Area to Multiplication	5	11	3.MD.C.5, 3.MD.C.6., 3.MD.C.7, 3.MD.D.8
7	Round and Estimate Numbers	5	10	3.OA.D.8, 3.OA.D.9
8	Add and Subtract Multi-Digit Numbers	11	15	3.NBT.A.1, 3.NBT.A.2
9	Multiples and Problem-Solving	5	10	3.OA.A.3, 3.OA.A.4
10	Understand Fractions	5	10	3.NF.A.1, 3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3c
11	Understand Fraction Comparison and Equivalence	8	12	3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3d
12	Understand Time, Liquid Volume, and Mass	8	12	3.MD.A.1, 3.MD.A.2, 3.MD.A.4
13	Classify Two-Dimensional Shapes	4	9	3.G.A.1, 3.G.A.2
14	Represent and Interpret Data	7	11	3.MD.B.3, 3.MD.B.4, 3.OA.D.8 3.NBT.A.2
15	Find Perimeter and Area	5	11	3.MD.C.5, 3.MD.C.6., 3.MD.C.7, 3.MD.D.8

4th Grade 1	Place Value Concepts	4	8	4.NBT.A.1, 4.NBT.A.2
4th Grade 2	Add and Subtract Multi-Digit Numbers	5	9	4.NBT.A.3, 4.NBT.B.4
4th Grade 3	Multiply by 1-Digit Numbers	10	15	4.OA.A.1, 4.OA.A.2, 4.OA.A.3 4.NBT.B.5
4th Grade 4	Multiply by 2-Digit Numbers	8	14	4.NBT.B.5, 4.OA.A.3
4th Grade 5	Divide Multi-Digit Numbers by 1-Digit Numbers	9	15	4.NBT.B.6, 4.OA.A.2, 4.OA.A.3

3rd Grade Science Scope and Sequence
Curriculum: HSP Illinois

CHAPTER	TITLE	ANTICIPATED DAYS TO COMPLETE	NEXT GENERATION SCIENCE STANDARDS
11	Properties of Matter	14	3-5-ETS1-3
12	Energy	10	3-PS2-2
13	Electricity and Magnets	15	3-PS2-3, 3-PS2-4
14	Heat, Light, and Sound	16	3-5-ETS1-1
15	Forces and Motion	10	3-PS2-1, 3-PS2-2
16	Work and Machines	17	3-5-ETS1-3
1	Types of Living Things	10	3-LS1-1
2	Types of Plants	12	3-LS4-3
3	Types of Animals	10	
4	Where Living Things are Found	14	3-LS4-4
5	Living Things Depend on One Another	15	
7	Forces That Shape the Land	10	3-ESS2-2
9	The Water Cycle	14	

3rd Grade Social Studies Scope and Sequence
Curriculum: Studies Weekly

Quarter	Unit Title	Week	TITLE	ILLINOIS LEARNING STANDARDS
1	Rules and Citizenship	5	Conflict and Compromise	SS.CV.3.3
		6	Citizens	SS.CV.1.1, SS.EC.1.1
	Patriotism	7	Patriotism, National Symbols	
		8	Holidays and Heroes, Memorials and Monuments	
	Community and Government	1	Communities	SS.CV.2.3, SS.CV.4.3, SS.CV.1.3
		2	Government	SS.CV.3.3
		3	Important Documents	
		4	Structure of Government	SS.EC.2.3
		9	Take a Stand on Public Issue: Inquiry	SS.IS.7.3-5, SS.IS.8.3-5
2	Geography	10	Map Skills	SS.G.1.2
		11	Geography: Five Themes	
		12	Location	SS.G.1.3
		13	Place: Physical Characteristics	
	People and Culture	14	Place: Human Characteristics	
		15	Human and Environment Interaction	SS.G.2.3
		16	Movement and Change	
		17	Culture	SS.G.2.3
3	Economics	18	Wants and Needs	
		19	Resources	SS.EC.1.2
		20	Producers and Consumers	SS.EC.1.3, SS.G.3.3
		21	Economic Principles	SS.G.3.3
		22	Personal Finances	SS.EC.FL.3.3, SS.EC.FL.4.3
		23	Illinois Economy	SS.EC.1.3
4	History and Time	24	Sequence and Chronology	SS.H.1.3
		25	Developing Inquiries	SS.IS.1.3-5, SS.IS.2.3-5
		26	Sources	SS.H.3.3, SS.IS.3.3-5, SS.IS.4.3-5
		27	Evaluating Sources and Using Evidence	SS.IS.5.3-5, SS.IS.6.3-5
		28	Taking Action	
	American Indians & Illinois History	29	Mound Builders	SS.H.2.3
		30	Historic American Indians	SS.H.2.3
		31	Exploration of Illinois	SS.H.2.3
		32	Important People of Illinois	SS.H.2.3