



3rd Grade Curriculum Guide

7/28/16

CVSD ELA Scope and Sequence

3rd Grade		Reading Informational Text and Literature	Writing	Foundational Skills and Speaking/Listening
Units	Timeline	Priority Standards	Priority Standards	Priority Standards
Unit 1	Trimester 1	CC.1.2.3.A	L.3.1	CC.1.1.3.D
		CC.1.2.3.B	L.3.2	CC.1.1.3.E
		CC.1.2.3.D	W.3.2	CC.1.5.3.D
		CC.1.2.3.F	W.3.5	
Unit 2	Trimester 2	CC.1.3.3.A	L.3.1	CC.1.1.3.D
		CC.1.3.3.B	L.3.2	CC.1.1.3.E
		CC.1.3.3.D	W.3.3	CC.1.5.3.D
		CC.1.3.3.F	W.3.5	
Unit 3	Trimester 3	CC.1.2.3.A	L.3.1	CC.1.1.3.D
		CC.1.2.3.B	L.3.2	CC.1.1.3.E
		CC.1.2.3.D	W.3.1	CC.1.5.3.D
		CC.1.3.3.A	W.3.5	
		CC.1.3.3.B		
		CC.1.3.3.D		

ELA Priority Standards ~ Grade 3

CCSS	PA Core	Foundational Skills
RF.3.3	CC.1.1.3.D	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.
RF.3.4	CC.1.1.3.E	Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading Informational Text		
RI.3.2	CC.1.2.3.A	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.1	CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
RI.3.6	CC.1.2.3.D	Explain the point of view of the author.
RI.3.4 L.3.5	CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non- literal meaning as well as shades of meaning among related words.
Reading Literature		
RL.3.2	CC.1.3.3.A	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
RL.3.1	CC.1.3.3.B	Ask and answer questions about the text and make inferences from text; referring to text to support responses.
RL.3.6	CC.1.3.3.D	Explain the point of view of the author.
RL.3.4 L.3.5	CC.1.3.3.F	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non- literal meaning as well as shades of meaning among related words.
Writing		
W.3.1	CC.1.4.3.G-J	Write opinion pieces on topics or texts supporting a point of view with reasons
W.3.2	CC.1.4.3.A-D	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.3	CC.1.4.3.M-P	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
L.3.1	CC.1.4.3.F, L & R	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2	CC.1.4.3.F, L & R	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
W.3.5	CC.1.4.3.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Speaking and Listening		
SL.3.4	CC.1.5.3.D	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RF.3.3	CC.1.1.3.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words. 	
Taught in Unit(s)		
Units 1-3		
Explanation/Example of Standard		
Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development. <ul style="list-style-type: none"> • Use questions and prompts such as: Does that sound right? • Does that look right? • Does that make sense? • Look at the end of the word and try that again. • Look for chunks you know and say them. • Look at the word, does it look like ...? • You said ...does it look like ...? 		
Common Misconceptions		
Teachers need an understanding of multi-syllable words, morphemes and how the origin of morphemes affects word meaning. Morphemes and syllables are not the same thing.		
Big Idea(s)	Essential Question(s)	
Good readers use phonics skills to decode unknown words. Good readers use prefixes and suffixes to determine the meaning of unknown words.	<ul style="list-style-type: none"> • How can I use phonics to decode unknown words? • How can I use prefixes and suffixes to find the meaning of unknown words? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • common prefixes • derivational suffixes • Latin suffixes • decode multisyllabic words • irregularly spelled 3rd grade words 	<ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes • Decode multisyllabic words • Read grade-appropriate irregularly spelled words. 	
I Can Statements		
I can analyze words and use phonics to help me read third grade words. I can read and understand words with common prefixes and suffixes. I can read words with more than one syllable. I can read third grade words that are not spelled in a regular way.		

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard
RF.3.4	<p>CC.1.1.3.E - Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Taught in Unit(s)	
Units 1 - 3	
Explanation/Example of Standard	
<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound or look like you think it should. 	
Common Misconceptions	
<p>Students often feel that they need to rush through a passage, rather than reading for comprehension.</p> <p>Accuracy must be addressed first before fluency can be addressed.</p> <p>Even if students are reading a passage for fluency (such as AIMSweb or a running record), they should be asked questions about the passage so we are always reinforcing the idea that fluency does not imply that comprehension isn't important in such instances.</p>	
Big Idea(s)	Essential Question(s)
Good readers set a purpose for reading to help them understand what they are reading.	<ul style="list-style-type: none"> • What is my purpose for reading different types of text? • How does reading fluently help me understand what I'm reading? • How do I self-monitor my reading?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Fluency • Accurately • Expressively 	<ul style="list-style-type: none"> • Read text with purpose and understanding. • Read text with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary
I Can Statements	
<p>I can read smoothly and accurately.</p> <p>I can read with expression to show meaningful understanding.</p>	

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RI.3.2	CC.1.2.3.A – Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Taught in Unit(s)		
Units 1-3		
Explanation/Example of Standard		
<p>Third grade students must identify the main idea and find the most important details that strengthen the main idea. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the main idea of this text? How do you know? • What are the important ideas in this text? How do you know? 		
Common Misconceptions		
<p>Students need to be able to go back to the text to show how the main idea is supported with key details using information from the text, rather than simply stating what the main idea is. Many times they miss this important step (or fail to take the time to do so). Finding the main idea doesn't come easily or automatically for students. They may need to start with something simple like finding the main idea in a set of pictures before being able to move onto text.</p>		
Big Idea(s)	Essential Question(s)	
<p>Authors of informational text include key details in order to help readers make meaning of the text.</p> <p>Good readers use key details in an informational text to identify the main topic.</p>	<ul style="list-style-type: none"> • What is the main idea? • What details support the main idea? • How do the details connect to the main idea? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
W03.B-K.1 – Key Ideas and Details	E03.B-K.1.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main idea • Key details • Difference between main ideas and key details in a text • Informational text features and/or structure(s) that help suggest main idea • How to explain 	<ul style="list-style-type: none"> • Determine the main idea of an informational text • Recognize how ideas are organized in an informational text • Describe or graphically represent the relationship between main idea and details. • Explain how the main idea is supported by key details • Determine the main idea of a text and explain how it is supported by key details 	
I Can Statements		
<p>I can name and list the important main ideas and supporting details of informational text.</p> <p>I can find the main idea of the information I read.</p> <p>I can show how the main idea is supported by details in the text.</p>		

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RI.3.1	CC.1.2.3.B – Ask and answer questions about the text and make inferences from text; refer to text to support responses.	
Taught in Unit(s)		
Units 1-3		
Explanation/Example of Standard		
<p>Third grade students are required to refer to the text to support their answers. Use a question and prompt such as:</p> <ul style="list-style-type: none"> Think about what you read and create your own questions (being sure to refer to the text) about an important idea. 		
Common Misconceptions		
<p>Predictions and inferences are not the same thing, although they can often be confused, both by students and by teachers. Predictions are just a general guess about what will happen next and the author doesn't always intend for the reader to make a certain prediction. Inferences are implied by the author in the text through clues given or events stated because the author wants the reader to come to a specific conclusion.</p> <p>Students often need a certain set of background knowledge in order to make inferences, and teachers cannot always assume that every child has that set of background knowledge.</p> <p>Students need to refer back to the text to support their answers. Many times students do not feel that this is a necessary step.</p>		
Big Idea(s)	Essential Question(s)	
<p>Authors include key details in informational texts which can help a reader ask and answer questions.</p> <p>Good readers ask questions about a text to help better understand the content within it.</p>	<ul style="list-style-type: none"> How do questions help you understand the text? What does it mean to infer? How does making inferences affect my comprehension? Why is it important to use information from the text to support my inferences? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
E03.B-K.1.1 - Key Ideas and Details	E03.B-K.1.1.1.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Inference Prediction Generalizations Background knowledge Explicitly stated information from the text 	<ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read Demonstrate an understanding of the text when answering questions about the text Refer explicitly to the text as a basis for answering questions about the text Ask and answer questions to demonstrate 	

	understanding of a text, referring explicitly to the text as the basis for the answers
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I Can Statements	
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I can answer the questions why, who, where, what, when, and how about important elements in an informational text.	
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I can ask and answer questions to show that I understand the information that I am reading.	
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Common Core State Standard	PA Core Standard	
RI.3.6	CC.1.2.3.D – Explain the point of view of the author.	
Taught in Unit(s)		
Unit 2, 3		
Explanation/Example of Standard		
<p>Students in grade 3 must be able to compare their point of view with the author’s point of view. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What does the author want the reader to understand about this topic? • Think about what the author is telling you in this text. Do you agree or disagree with the author’s thinking? 		
Common Misconceptions		
Point of view in an informational piece is different than point of view in a fictional piece (first person, third person, etc.) Both teachers and students need to be aware of this difference.		
Big Idea(s)	Essential Question(s)	
<p>An author’s focus/point of view may differ from that of the reader.</p> <p>Good readers recognize that their own point of view can differ from that of the author.</p>	<ul style="list-style-type: none"> • How does your point of view compare to the author’s viewpoint? • How do I use important points and key details in the text to support the author’s point of view? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
E03.B-C.2.1 – Demonstrate understanding of craft and structure in informational texts.	E03.B-C.2.1.1	Explain the point of view from which a text is written.
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Author’s point of view • Author’s viewpoint/focus/attitude • Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text 	<ul style="list-style-type: none"> • Identify the author’s purpose for writing a text • Identify the reader’s personal viewpoint about the topic of a text • Identify the author’s viewpoint in a text • Distinguish between an author’s viewpoint and the reader’s viewpoint about a topic. 	
I Can Statements		
I can tell the difference between what I think and what an author writes.		

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RI.3.4 L.3.4 L.3.5	CC.1.2.3.F – Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	
Taught in Unit(s)		
Unit 1		
Explanation/Example of Standard		
Third grade students continue to find the meanings of general vocabulary words specific to third grade topics or subjects. Learning words at this stage includes exploring different shades of meaning and literal and nonliteral meanings for words and phrases, growing vocabulary by using known word parts (affix, root) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).		
Common Misconceptions		
Shades of meaning – Some words can be similar in meaning like synonyms. These words can have subtle changes in meaning. They can help paint a mental picture of exactly what you want to say. Example: “cross” and “furious” both mean angry, but “irate” is more intense than both of them.		
Big Idea(s)	Essential Question(s)	
Authors make purposeful language choices to create meaning in informational text(s). Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).	<ul style="list-style-type: none"> • How do I use text features to determine the meaning of unknown words or phrases? • How do I use clues to determine the meaning of unknown words or phrases? • Why is it important to ask questions about words I don’t know in a text? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor		Eligible Content
E.03.B-V.4	Vocabulary Acquisition and Use	E.03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase
		E.03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) • Distinguish shades of meaning among related words (e.g., <i>knew, believed, suspected, heard, wondered</i>)
Concepts		Skills

(what students need to know)	(what students must be able to do)
<ul style="list-style-type: none"> • Informational text • Word choice • Context clues • Non-linguistic images (e.g. picture/graphic clues) • Strategies for identifying and using context clues • Literal and non-literal meaning • Simple figurative language (e.g., simile, metaphor) 	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create and clarify meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
I Can Statements	
<p>I can understand the meanings of words and phrases in science and social studies texts.</p> <p>I can figure out the meaning of new words" by using context clues.</p> <p>I can figure out the meaning of homophones, homographs, and homonyms by using clues.</p>	

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RL.3.2	CC.1.3.3.A – Determine the central message, lesson or moral in literary text; explain how it is conveyed in text.	
Taught in Unit(s)		
Unit 1-3		
Explanation/Example of Standard		
<p>Third grade students are asked to both retell and explain how key details communicate the message. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What lesson is this story teaching you? How do you know? • What are the most important events that happened in the story? How do you know? 		
Common Misconceptions		
<p>Central message is the reason the author wrote the text, whereas the main idea is what the text is primarily about. These are sometimes confused. Lesson, central message, and moral are essentially the same thing.</p> <p>Students need to be able to go back to the text to show how the central message, lesson or moral is conveyed in the text with details from the text, rather than simply stating what it is. Many times they miss this important step (or fail to take the time to do so).</p>		
Big Idea(s)	Essential Question(s)	
Using the details in a literary text, readers will determine and explain the message, lesson or moral and explain how it is supported.	<ul style="list-style-type: none"> • What lesson is this story teaching you? • What is the, central message? Support your answer with details from the text. • What is the moral? Support your answer with details from the text. 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
W03.A-K.1 – Key Ideas and Details	E03.A-K.1.1.2	Recount poems, dramas or stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key detail.
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none"> • Characteristics of fables, folktales, and/or myths • Central message, moral, lesson • How message/moral/lesson is conveyed in text • How to recount literary texts • Characteristics of an effective retelling/recounting 		<ul style="list-style-type: none"> • Determine central message, lesson or moral • Explain how key details show a central message, lesson or moral • Recount/retell (or graphically represent) key details from literary texts, including fables, folktales, and myths from diverse cultures
I Can Statements		
<p>I can retell literary texts.</p> <p>I can figure out the lessons or morals of the stories that I have read.</p>		

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard		PA Core Standard	
RL.3.1		CC.1.3.3.B – Ask and answer questions about the text and make inferences from text to support responses.	
Taught in Unit(s)			
Units 1 -3			
Explanation/Example of Standard			
<p>Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Who are the characters in this story? • What are the most important events that happened in the story? How do you know? • Where did the story take place? 			
Common Misconceptions			
<p>Students should refer to the text to support responses, not only rely on their personal experiences.</p> <p>Predictions and inferences are not the same thing, although they can often be confused, both by students and by teachers. Predictions are just a general guess about what will happen next and the author doesn't always intend for the reader to make a certain prediction. Inferences are implied by the author in the text through clues given or events stated because the author wants the reader to come to a specific conclusion.</p>			
Big Idea(s)		Essential Question(s)	
<p>Authors include key details in literary texts which can help a reader ask and answer questions.</p> <p>Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p>		<p>How can I use key details from a text to ask and answer questions?</p> <p>How can I use the text to support my inferences?</p>	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E03.A-K.1	Key Ideas and Details	E03.A-K.1.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Text references • Explicit information • Inference • Prediction • Generalizations • Literary elements (e.g., character, setting, events) 		<ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text 	
I Can Statements			
I can ask and answer questions to show that I understand the stories that I am reading.			

I can find the answers to specific questions within the stories that I read.

I can use details to describe characters and setting.

I can retell the plot in order of events.

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RL.3.6	CC.1.3.3.D – Explain the point of view of the author.	
Taught in Unit(s)		
Units 2, 3		
Explanation/Example of Standard		
<p>Third grade students are required not only to establish the point of view but tell how their own point of view is different from the narrator’s or the characters’. Use questions and prompts such as:</p> <ul style="list-style-type: none"> Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different? 		
Common Misconceptions		
<p>It is important to explain the point of view of the narrator and characters, as well as the author.</p> <p>When a story is told in first person, students also need to know that this doesn’t automatically mean that the narrator is the author.</p> <p>Students need to be able to go back to the text to show how the author’s point of view is conveyed in the text with details from the text, rather than simply stating what it is. Many times they miss this important step (or fail to take the time to do so).</p>		
Big Idea(s)	Essential Question(s)	
<p>An author’s purpose for writing affects the view point, the content and the presentation of ideas.</p> <p>The view point of the author of a text affects the purpose for writing, the content, and the presentation of ideas.</p> <p>The reader’s view point can differ from that of the narrator/speaker or character who is telling the story.</p>	<ul style="list-style-type: none"> How does your point of view compare to the author’s, narrator’s, or character’s viewpoint? How do I use important points and key details in the text to support the author’s point of view? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor		Eligible Content
E03.A-C.2	Craft and Structure	<p>E03.A-C.2.1.1</p> <p>Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.</p> <p>Note: “Story” means narration of events told through the text types of story, drama or poem.</p>
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none"> Literary text(s) 		<ul style="list-style-type: none"> Identify the author’s purpose for writing a text

- Point of View
- Author's view point
- View point
- Narrator/Speaker
- Characters
- Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text

- Identify the view point of characters in a text
- Identify the view point of the narrator in a text.
- Identify the reader's personal point of view
- Distinguish between a character's or narrator's view point and the reader's view point

I Can Statements

I can tell the difference between what I think and what the author or characters might think.

CVSD ELA Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
RL.3.4 L.3.4 L.3.5	CC.1.3.3.F – Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	
Taught in Unit(s)		
Unit 1		
Explanation/Example of Standard		
Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language. Use questions and prompts such as: <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (use context) • Why did the author choose this word? • Does this word have other meanings than the way the author used it? 		
Common Misconceptions		
Shades of meaning – Some words can be similar in meaning like synonyms. These words can have subtle changes in meaning. They can help paint a mental picture of exactly what you want to say. Example: “cross” and “furious” both mean angry, but “irate” is more intense than both of them.		
Big Idea(s)	Essential Question(s)	
Authors make purposeful language choices to create meaning in literary text(s). Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s).	<ul style="list-style-type: none"> • How do I use context clues to determine the meaning of unknown words or phrases? • Why is it important to ask questions about words I don’t know in a text? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor		Eligible Content
E.03.B-V.4	Vocabulary Acquisition and Use	E.03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase
		E.03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) • Distinguish shades of meaning among related words (e.g., <i>knew, believed, suspected, heard, wondered</i>)

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Literary text • Word choice • Context clues • Strategies for identifying and using context clues • Literal and non-literal meaning • Figurative language (e.g., simile, metaphor, personification, hyperbole/exaggeration, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Mood 	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Describe how figurative language, literary devices, and other language choices create and clarify meaning • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language
I Can Statements	
<p>I can figure out what an author really means by the words and phrases that are written.</p> <p>I can understand the difference between literal and nonliteral language.</p> <p>I can figure out the meaning of new words" by using context clues.</p>	

CVSD ELA Curriculum Map ~ 3rd Grade

PA Core Standards	Common Core State Standard
<p>CC.1.4.3.F, L & R CC.1.4.3.E, K & Q</p>	<p>L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood). • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound and complex sentences. • Choose words and phrases for effect. <p>L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Taught in Unit(s)	
<p>L.3.1 – Units 1-3 L.3.2 – Units 1-3</p>	
Explanation/Example of Standard	
<p>Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.</p> <p>Students at this level will develop strategies for choosing words for effect and comparing written and spoken Standard English. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>	
Common Misconceptions	
<p>Many students switch tenses often. Third graders need to be taught to write in the same tense throughout their writing.</p> <p>Many students lack subject and verb agreement and need to be taught what these parts are separately and then how to make them agree in their writing.</p>	

Sentence structure and paragraphing do not come easily for many students and need to be broken down and explicitly taught through modeling and practice.

Big Idea(s)	Essential Question(s)
When I use correct grammar, spelling, and conventions my writing is easier to understand.	<ul style="list-style-type: none"> • How does correct grammar and usage improve my writing? • How can I use correct capitalization, punctuation, and spelling to improve my writing? • How can I choose words and phrases to improve my writing?

Assessments
See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
E03.D.1	Conventions of Standard English	E03.D.1.1.1	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		E03.D.1.1.2	Form and use regular and irregular plural nouns.
		E03.D.1.1.3	Use abstract nouns (e.g., childhood).
		E03.D.1.1.4	Form and use regular and irregular verbs.
		E03.D.1.1.5	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		E03.D.1.1.6	Ensure subject-verb and pronoun-antecedent agreement.
		E03.D.1.1.7	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		E03.D.1.1.8	Use coordinating and subordinating conjunctions.
		E03.D.1.1.9	Produce simple, compound and complex sentences.
		E.03.D.1.2.1	Capitalize appropriate words in titles.
		E.03.D.1.2.2	Use commas in addresses.
		E.03.D.1.2.3	Use commas and quotation marks in dialogue.
		E.03.D.1.2.4	Form and use possessives.
		E.03.D.1.2.5	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
E.03.D.1.2.6	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable		

			patterns, ending rules, meaningful word parts) in writing words.
E03.D.2.1	Knowledge of Language	E.03.D.2.1.1	Choose words and phrases for effect.
Concepts (what students need to know)		Skills (what students must be able to do)	
<p>Simple sentences</p> <p>Compound sentences</p> <p>Complex sentences</p> <p>Paragraphing</p> <p>Syllable types</p> <p>Short vowel sounds</p> <p>Rules for adding common endings to words (double a consonant after a vowel before adding an ending, change the y to i, drop e, etc.)</p> <p>Contractions</p> <p>Compound words</p> <p>Homonyms</p> <p>Root words and affixes</p> <p>Dictionary skills</p> <p>Dialogue/quotation marks</p> <p>Punctuation rules</p> <p>Commas in a list</p> <p>Possessives</p> <p>Capitalization rules</p> <p>Noun</p> <p>Verb</p> <p>Adjective</p> <p>Plurals</p> <p>Subject/verb agreement</p> <p>Pronouns</p> <p>Verb tense</p> <p>Conjunctions</p>		<p>Write simple, compound, and complex sentences.</p> <p>Write a paragraph with a topic sentence and 3-4 supporting sentences.</p> <p>Spell multisyllable words correctly.</p> <p>Spell sight words/word wall words correctly.</p> <p>Spell words that follow short vowel patterns correctly.</p> <p>Add endings such as -ing, -ed, -y to words and spell the words correctly.</p> <p>Spell contractions correctly</p> <p>Spell compound words correctly</p> <p>Spell and choose homonyms correctly.</p> <p>Spell words with common prefixes and suffixes correctly.</p> <p>Use dictionaries and technology to check spelling.</p> <p>Use quotation marks in dialogue correctly.</p> <p>Use end punctuation marks correctly.</p> <p>Use commas in a list correctly.</p> <p>Use apostrophes in possessives correctly.</p> <p>Use capitalization at the beginning of sentences, for proper nouns, and in titles.</p> <p>Use singular, plural, and irregular plural nouns correctly.</p> <p>Use verbs and adjectives correctly.</p> <p>Use subjects and verbs that agree.</p> <p>Use possessive nouns and pronouns.</p> <p>Use past, present, and future verb tenses.</p> <p>Use common conjunctions to join sentences or phrases.</p> <p>Choose the correct comparative and superlative adjectives/adverbs to compare things.</p>	
I Can Statements			
<p>I can use a variety of types of sentences.</p> <p>I can write a correct paragraph, indenting the first word and including a topic sentence and supporting details.</p> <p>I can spell words with more than one syllable correctly.</p> <p>I can spell correctly all often-used words, words with short vowels, and common endings.</p> <p>I can spell contractions, compound words, and homonyms correctly.</p> <p>I can use correct spelling of words with common suffixes, such as -ion, -ment, and -ly.</p> <p>I can follow spelling rules (consonant doubling, dropping e, and changing y to I).</p> <p>I can use resources to check spelling (dictionary, spell check).</p> <p>I can use end punctuation marks correctly.</p> <p>I can use quotation marks around dialogue, commas in a list, and apostrophes in contractions and possessives.</p> <p>I can use correct capitalization.</p> <p>I can use nouns, verbs, and adjectives correctly.</p> <p>I can use subjects and verbs that agree.</p> <p>I can use irregular plural nouns.</p> <p>I can use past, present, and future tenses.</p>			

I can use possessive nouns and pronouns.

I can use conjunctions (joining words) such as for, and, nor, but, or, yet, so.

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PA Core Standard		Common Core State Standard	
CC.1.4.3.G-J		<p>W.3.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. 	
Taught in Unit(s)			
Unit 2			
Explanation/Example of Standard			
<p>Third grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>Third grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together.</p>			
Common Misconceptions			
Students should be aware of many different audiences, because writing is more meaningful when it is shared. Students tend to think that the teacher is the only audience.			
Big Idea(s)		Essential Question(s)	
<p>Good writers are able to communicate opinions on familiar topics and texts.</p> <p>Good persuasive writers address the needs of the audience and build an argument to support a clear opinion/position.</p> <p>Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</p>		<ul style="list-style-type: none"> • How do I support my opinion with facts or proof? • Why is it important to support my opinion with facts or proof? • How do I appeal to an audience with my writing? 	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E03.C.1	Text Types and Purposes	E03.C.1.1.1	Introduce the topic or for the intended audience, state an opinion, and create an organizational

			structure that lists reasons to support the writer’s purpose.
		E03.C.1.1.2	Provide reasons that support the opinion.
		E03.C.1.1.3	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
		E03.C.1.1.4	Provide a concluding statement or section.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Persuasion and argument • Difference between relevant and irrelevant reasons/facts/support/examples • Opinion/position • Reason(s) • Evidence (e.g., examples, facts) • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction/hook (e.g., one that takes a clear position) • Logical order of supporting reasons (e.g., order of importance) • Linking/transition words and phrases • Awareness of audience • Organizational pattern (e.g., beginning, middle, end) • Format choices (e.g., letters [business and friendly], advertisements) • Effective conclusion (e.g., one that begins to move beyond summary and moves beyond <i>The End</i>) 		<ul style="list-style-type: none"> • Identify an issue in a topic or text • Agree or disagree with an issue • Develop an opinion/position • Use resources including teachers selected primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence. <ul style="list-style-type: none"> • differentiating between relevant and irrelevant reasons/evidence • including an appropriate variety of reasons/evidence • addressing the needs of the audience • prioritizing the reasons/evidence • Use/select an appropriate writing format • Organize writing with a beginning, middle and end • Write opinion pieces on topics or texts, supporting a point of view with reasons by <ul style="list-style-type: none"> • introducing a topic or text • stating an opinion • providing reasons that support the opinion • ordering reasons by importance • providing a conclusion/concluding statement or section • Using linking/transition words and phrases (e.g., for example, also) to connect opinions and reasons or show simple relationships 	
I Can Statements			
I can write to share my opinion.			

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PA Core Standards	Common Core State Standard		
CC.1.4.3.A-D	<p>W.3.2 – Write informative/explanatory texts to examine a topic, and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations when useful to aid comprehension. • Develop the topic with facts, definitions and details. • Use linking words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information. • Provide a concluding statement or section. 		
Taught in Unit(s)			
Unit 1			
Explanation/Example of Standard			
<p>Third grade students write informative/explanatory pieces. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose facts, definitions, and details to use within their writing that clarify their thinking about a topic.</p> <p>Third grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together.</p>			
Common Misconceptions			
Students should be aware of many different audiences, because writing is more exciting when it is shared. They often think that the teacher is the only person reading their writing.			
Big Idea(s)	Essential Question(s)		
<p>Good writers develop texts that examine a topic and convey ideas and information clearly.</p> <p>Good authors use informative/explanatory writing to communicate information related to real-world tasks.</p> <p>Good authors use model/example texts to guide them as they compose informative/expository texts.</p> <p>Good readers and writers write to make meaning of what they read.</p>	<ul style="list-style-type: none"> • How do I choose a (one) focus/topic for my writing? • Why is it important to use facts, definitions, details, and illustrations to support my topic? • Why is it important to show style in my writing? 		
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E03.C.1	Text Types and Purposes	E.03.C.1.2.1	Introduce a topic for the intended

			audience, and group related information together to support the writer's purpose.
		E.03.C.1.2.2	Develop the topic with facts, definitions, and/or details.
		E.03.C.1.2.3	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.
		E.03.C.1.2.4	Providing a concluding statement or section.

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information (e.g., facts, definitions, details, personal experiences quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings) • Domain (content)-specific vocabulary • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction/hook (e.g., one that presents the topic) • Awareness of audience • Linking /Transition words, phrases, clauses (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) • Forms (e.g., letters to appropriate individuals/ organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) • Closure/ending/conclusion/ concluding statement or section (e.g., one that moves beyond <i>The End</i>) 	<ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples <ul style="list-style-type: none"> • differentiating between relevant and irrelevant information • addressing the needs of the audience • generating new ideas and/or perspectives • avoiding plagiarism • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write informative/explanatory texts to examine a topic and convey ideas and information clearly by: <ul style="list-style-type: none"> • engaging the reader with an introduction/hook that presents the topic • introducing the topic • grouping related information together • addressing the needs of the audience • developing topic with facts, definitions and details • using linking words and phrases to connect ideas within categories of information • using illustrations to aid comprehension when appropriate • providing a concluding statement or section

I Can Statements
<p>I can write informational reports that include the main ideas and important details from the text.</p> <p>I can write to inform and explain ideas.</p> <p>I can write formal and informal letters that include heading, greeting, body, closing, and signature.</p> <p>I can choose a topic for research from a list of questions, assigned topic, or personal area of interest.</p> <p>I can gather information from a variety of locations (classroom, libraries, or community resources).</p> <p>I can use different sources (books, magazines, videotapes, CD ROMs, Web sites) and collect information (interviews, experiments, observations, or surveys) about the topic.</p> <p>I can identify and summarize the important information found in the sources.</p> <p>I can sort necessary information into categories about the topic.</p> <p>I can understand the importance of listing where I found my information.</p>

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PA Core Standard	Common Core State Standard
CC.1.4.M-P	<p>W.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure.
Taught in Unit(s)	
Units 3	
Explanation/Example of Standard	
<p>Third grade students write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose details to use within their writing that clarify their thinking about a topic.</p> <p>Third grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together.</p>	
Common Misconceptions	
<p>Narratives can be research based rather than just unsupported by research.</p> <p>Students should be aware of many different audiences because writing is more exciting when it is shared. They tend to think that the teacher is oftentimes the only audience.</p>	
Big Idea(s)	Essential Question(s)
<p>Good writers are able to write narratives to develop real or imagined experiences or events.</p> <p>Good authors use narrative elements (e.g., sensory images) to tell about events and reflect upon those events.</p> <p>Good authors use model/example texts to guide them as they compose their own narrative pieces.</p> <p>Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.</p>	<ul style="list-style-type: none"> • How do I establish a situation and introduce a narrator and/or characters? • Why is it important for me to show style in my writing? • Why is it important to sequence the events of my story to provide a sense of closure? • How do I use dialogue effectively?

Good authors use sensory images to describe feelings, events, and/or characters.			
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
E.03.C.1	Text Types and Purposes	E03.C.1.3.1	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.
		E03.C.1.3.2	Use descriptions of actions, thoughts, feelings and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.
		E03.C.1.3.3	Use temporal words and phrases to signal event order.
		E03.C.1.3.4	Provide a sense of closure.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Characters • Narrator • Character responses to situations • Dialogue • Elaboration • Awareness of audience • Relevant details/examples (e.g., actions, thoughts, feelings) • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s) (e.g., chronological, reflective, flashback) • Temporal/time order words (e.g., first, next, then) • Order of events (e.g., beginning, middle, end) • Closure/ending/conclusion • Forms (e.g., fictional stories, journals, poems, memoirs) 		<ul style="list-style-type: none"> • Select/identify real or imagined experienced experiences or event(s) to tell about • Select/identify specific details to elaborate about an event(s) and characters <ul style="list-style-type: none"> • addressing the needs of the audience • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real OR imagined experiences or events using effective technique, descriptive details and clear event sequences by: <ul style="list-style-type: none"> • establishing a situation and introducing a narrator and/or characters; • organizing an event sequence that unfolds naturally • using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • using temporal words and phrases to signal event order • providing a sense of closure 	

I Can Statements

I can write stories to develop character, setting, and plot by using events in correct order and descriptive details and language.

I can create informal writings (messages, journals, notes, and poems) for different purposes.

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PA Core Standard	Common Core State Standard	
CC.1.4.3.T	W.3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	
Taught in Unit(s)		
Units 1 - 3		
Explanation/Example of Standard		
With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).		
Common Misconceptions		
Revising should be done on a larger scale where kids are looking at the purpose of the piece (is my argument clear, is my writing informative, is my writing descriptive) instead of looking at it just for interesting words or sentences.		
Big Idea(s)	Essential Question(s)	
<p>Good writers use tools to edit and revise their writing.</p> <p>Good writers add, delete, or change words or phrases in their writing to make their piece better during revising.</p> <p>Good writers organize their ideas to plan their writing.</p>	<ul style="list-style-type: none"> • How can I organize my ideas for different modes of writing? • What do I need to do to edit my writing? • What do I need to do to revise my writing? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Plan • Edit • Revise • Graphic organizers 	<ul style="list-style-type: none"> • Create a graphic organizer • Plan a beginning, middle, and end • Reread to check their writing • Rearrange words to make meaning clear • Use resources and reference materials to find better words • Take out unneeded information 	
I Can Statements		
<p>I can plan, edit and revise my writing with the help of peers and adults.</p> <p>I can organize my ideas (brainstorming, lists, webs, and Venn diagrams) to plan writing.</p> <p>I can organize my writing by having a beginning, middle, and end.</p> <p>I can use a variety of types of sentences.</p> <p>I can reread and check my writing.</p> <p>I can add descriptive words and details and leave out unneeded information.</p> <p>I can rearrange words, sentences, and paragraphs to make the meaning clear.</p>		

I can use resources and reference materials to find better words.

I can proofread and edit my writing to improve grammar, spelling, punctuation, and capitalization; and correct fragment and run-on sentences.

I can use tools (rubric, checklist, and feedback) to decide the quality of writing.

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Common Core State Standard	PA Core Standard	
SL.3.4	CC.1.5.3.D – Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details; speak clearly with adequate volume, appropriate pacing and clear pronunciation.	
Taught in Unit(s)		
Units 1-3		
Explanation/Example of Standard		
Third graders move from describing and storytelling to reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate volume and understandable pace. Students must be able to articulate their ideas in complete sentences.		
Common Misconceptions		
Students need to understand that how they speak in different situations, for different audiences, and for different purposes will need to vary. With the increase in social media, the misconceptions are wide and varied so instructions need to be clear and concise and modeling is key.		
Big Idea(s)	Essential Question(s)	
<p>Students need to speak clearly and at the correct volume and speed to be understood.</p> <p>Students need to report on a topic or tell a story with appropriate facts and relevant details.</p>	<ul style="list-style-type: none"> • What do I need to do to report on a topic or tell a story successfully? • Why is it important to speak clearly when reporting on a topic or telling a story? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • speaking clearly • adequate volume • appropriate pacing • clear pronunciation 	<ul style="list-style-type: none"> • Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant details • Speak clearly to others • Speak at an adequate volume • Speak at an appropriate pace • Pronounce words correctly 	
I Can Statements		
<p>I can report on a topic or tell a story with correct and appropriate facts.</p> <p>I can speak clearly, at the correct volume, and speed to be understood.</p>		

CVSD Math Scope and Sequence ~ 3rd Grade

		2.1 Numbers & Operations	2.2 Algebraic Concepts	2.3 Geometry	2.4 Measurement, Data, and Probability
Unit	Time Line	Priority Standards	Priority Standards	Priority Standards	Priority Standards
1	Trimester 1 (32 Days)		CC.2.2.3.A.1		CC.2.4.3.A.5
			CC.2.2.3.A.2		
			CC.2.2.3.A.3		
			CC.2.2.3.A.4		
2	Trimester 1 (28 Days)	CC.2.1.3.B.1	CC.2.2.3.A.1		CC.2.4.3.A.5
			CC.2.2.3.A.3		
			CC.2.2.3.A.4		
7	Trimester 2 (17 Days)	CC.2.1.3.C.1	CC.2.2.3.A.3	CC.2.3.3.A.2	
3	Trimester 2 (25 Days)		CC.2.2.3.A.3		CC.2.4.3.A.1
					CC.2.4.3.A.2
					CC.2.4.3.A.4
6	Trimesters 2 (18 Days)	CC.2.1.3.B.1	CC.2.2.3.A.3	CC.2.3.3.A.1	CC.2.4.3.A.5
				CC.2.3.3.A.2	CC.2.4.3.A.6
4	Trimester 3 (30 Days)	CC.2.1.3.B.1	CC.2.2.3.A.4		
5	Trimester 3 (25 Days)	CC.2.1.3.B.1	CC.2.2.3.A.3		CC.2.4.3.A.3 (Coin Supplement)
			CC.2.2.3.A.4		

Third Grade Math Priority Standards

CCSS	PA CORE	Numbers and Operations
3.NBT.1 3.NBT.2 3.NBT.3	CC.2.1.3.B.1	Apply place value understanding and properties to perform multi-digit arithmetic.
3.NF.1 3.NF.2 3.NF.3	CC.2.1.3.C.1	Explore and develop an understanding of fractions as numbers.
CCSS	PA CORE	Algebraic Concepts
3.OA.1 3.OA.2 3.OA.3 3.OA.4	CC.2.2.3.A.1	Represent and solve problems involving multiplication and division.
3.OA.5 3.OA.6	CC.2.2.3.A.2	Understand properties of multiplication and the relationship between multiplication and division.
3.OA.7	CC.2.2.3.A.3	Demonstrate multiplication and division fluency.
3.OA.8 3.OA.9	CC.2.2.3.A.4	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
CCSS	PA CORE	Geometry
3.G.1	CC.2.3.3.A.1	Identify, compare, and classify shapes and their attributes.
3.G.2	CC.2.3.3.A.2	Use the understanding of fractions to partition shapes into parts with equal areas and express area of each part as a unit fraction of the whole.
CCSS	PA CORE	Measurement, Data, and Probability
3.MD.2	CC.2.4.3.A.1	Solve problems involving measurement and estimation of temperature, liquid volume, mass, or length.
3.MD.1	CC.2.4.3.A.2	Tell and write time to the nearest minute and solve problems by calculating time intervals.
N/A	CC.2.4.3.A.3	Solve problems and make change involving money using a combination of coins and bills.
3.MD.3 3.MD.4	CC.2.4.3.A.4	Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
3.MD.6 3.MD.7	CC.2.4.3.A.5	Determine the area of a rectangle and apply the concept to multiplication and to addition.
3.MD.8 3.MD.5 3.MD.7	CC.2.4.3.A.6	Solve problems involving perimeters of polygons and distinguish between linear and area measures.

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.NBT.1, 3.NBT.2, 3.NBT.3	CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	
Taught in Unit(s)		
Unit 2, Unit 4, Unit 5, Unit 6		
Explanation/Example of Standard		
Apply place-value strategies to solve problems.		
Common Misconceptions		
<ul style="list-style-type: none"> - When rounding to the hundreds, students round down although the number is closer to the greater hundred. - Students round to the nearest hundred instead of the nearest ten. - Students misaligning place values when adding multi-digit numbers. - When subtracting multi-digit numbers, students subtract the lesser digit from the greater digit in each place rather than ungrouping. - Students may not include the correct number of zeros in a product when mentally multiplying by 10 because the basic multiplication has a zero in its product (i.e. 5×2, 5×8). 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> - Understand place value and rounding - Use grouping strategies to add - Ungroup to subtract - Solve different types of word problems - Solve two-step word problems - Multiply with multiples of 10 - Order a set of whole numbers from least to greatest or greatest to least 	<ul style="list-style-type: none"> • How can I round whole numbers to estimate sums and differences? • How can I add and subtract whole numbers with regrouping and ungrouping? • How can I multiply one-digit whole numbers by two-digit multiples of 10? • How can I order a set of whole numbers? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.A-T.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.	M03.A-T.1.1.1	Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.
	M03.A-T.1.1.2	Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.
	M03.A-T.1.1.3	Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).
	M03.A-T.1.1.4	Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).
Concepts (what students need to know)	Skills (what students must be able to do)	
Place value Properties of operations	Round whole numbers to the nearest ten or hundred. Fluently add and subtract within 1,000. Relate addition and subtraction. Multiply one digit numbers by multiples of 10. Order whole numbers	

I Can Statements

- I can round numbers to the nearest ten or 100.
- I can add and subtract numbers within 1000.
- I can quickly and easily multiply any one-digit whole number by 10.
- I can order a set of whole numbers from greatest to least or least to greatest.

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.NF.1, 3.NF.2, 3.NF.3	CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	
Taught in Unit(s)		
Unit 7		
Explanation/Example of Standard		
Develop and apply number theory concepts to compare quantities and magnitudes of fractions and whole numbers.		
Common Misconceptions		
<ul style="list-style-type: none"> - Students may write the numerator as the number of shared parts and the denominator as the number of parts not shaded. - On a number line, students may count the marks along the number line and the distances between them. - Students may think all shapes can be divided the same way. - Students may believe that the smaller the denominator, the smaller the piece or part of the set, or the larger the denominator, the larger the piece or part of the set. This is based on the comparison that in whole numbers, the smaller a number, the less it is, or the larger a number, the more it is. - Students may think that two fractions with the same numerator are equal without looking at their denominators. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> - Understand fraction concepts using fraction bars and number lines - Recognize and generate equivalent fractions - Compare fractions 	<ul style="list-style-type: none"> • How can I write a fraction and unit fraction for a part of a whole and for a number on a number line? • How can I write equivalent fractions including fractions that are equivalent to whole numbers? • How can I compare two fractions with the same denominator? 	
Assessments		
See unit map for specific unit common assessments		

Assessment Anchor	Eligible Content	
M03.A-F.1 Develop an understanding of fractions as numbers.	M03.A-F.1.1.1	Demonstrate that when a whole or set is partitioned into y equal parts, the fraction $1/y$ represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
	M03.A-F.1.1.2	Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
	M03.A-F.1.1.3	Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6 and 8 and limit numerators to whole numbers less than the denominator). Example 1: $\frac{1}{2} = \frac{2}{4}$ Example 2: $\frac{4}{6} = \frac{2}{3}$
	M03.A-F.1.1.4	Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form $3 = \frac{3}{1}$ Example 2: Recognize that $\frac{6}{1} = 6$.
	M03.A-F.1.1.5	Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8). Using the symbols $>$, $=$, or $<$, and/or justify the conclusions.
Concepts (what students need to know)		Skills (what students must be able to do)
Number line Equivalent Whole numbers Numerator Denominator		Explain parts of a whole Represent fractions on number line Generate simple equivalent fractions Express whole numbers as fractions Compare two fractions with same denominator
I Can Statements		
<ul style="list-style-type: none"> - I can show and understand that fractions are equal parts of a whole. - I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole. - I can explain in words or pictures how two fractions can sometimes be equal. - I can show whole numbers as fractions. - I can recognize fractions that are equal to one whole. - I can compare fractions by reasoning about their size. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	
Taught in Unit(s)		
Unit 1, Unit 2		
Explanation/Example of Standard		
Understand various meanings of multiplication and division. Solve mathematical and real-world problems using multiplication and division, including determining the missing number in a multiplication and/or division equation.		
Common Misconceptions		
<ul style="list-style-type: none"> - Students may confuse + with x sign and add instead of multiply. - Students may think that $3 \div 15 = 5$ and $15 \div 3 = 5$ are the same equations. - Students may use an incorrect factor in a related multiplication to solve a division. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> - Understand the meaning of multiplication using equal group situations. - Understand the meaning of division using equal share situations. - Use multiplication and division to solve real-world problems involving equal groups and arrays. - Solve the unknown number in a multiplication or division equation by relating the three whole numbers. 	<ul style="list-style-type: none"> • How can I solve multiplication equations by using equal groups? • How can I solve division problems using equal shares? • How can I use multiplication and division to solve real-world problems? • How can I solve the unknown number in a multiplication or division by relating the three numbers? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.B-O.1 Represent and solve problems involving multiplication and division.	M03.B-O.1.1.1	Interpret and/or describe products of whole numbers (up to and including 10×10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5×7 .
	M03.B-O.1.1.2	Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). Example 1: Interpret $48 \div 8$ as the number of objects in each share when 48 objects are partitioned equally into 8 shares, or as a number of shares when 48 objects are partitioned into equal shares of 8 objects each. Example 2: Describe a context in which a number of shares or a number of groups can be expressed as $48 \div 8$.
	M03.B-O.1.2.1	Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

	M03.B- O.1.2.2	Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.
Concepts (what students need to know)		Skills (what students must be able to do)
Multiplication Division	Solve multiplication problems Solve division problems	
I Can Statements		
<ul style="list-style-type: none"> - I can understand multiplication by thinking about groups of objects. - I can understand division by thinking about how one group can be divided into smaller groups. - I can use what I know about multiplication and division to solve word problems. - I can find the missing number in a multiplication or division equation. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.OA.5, 3.OA.6	CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.	
Taught in Unit(s)		
Unit 1		
Explanation/Example of Standard		
Use properties to simplify and solve multiplication problems. Relate division to a missing number multiplication equation.		
Common Misconceptions		
<ul style="list-style-type: none"> - Multiplication and division do not both follow the commutative and associative property. Some students may apply both properties to solve multiplication and division problems. 		
Big Idea(s)		Essential Question(s)
<ul style="list-style-type: none"> - Apply the properties of multiplication to multiply within 100. - Solve division problems using multiplication with unknown-factor problems. 		<ul style="list-style-type: none"> • How can I use properties of multiplication to help me solve problems? • How can I write and solve an unknown multiplication equation to help solve a division problem?
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.B-O.2 Understand properties of multiplication and the relationship between multiplication and division.	M03.B-O.2.1.1	Apply the commutative property of multiplication (not identification or definition of the property).
	M03.B-O.2.1.2	Apply the associative property of multiplication (not identification or definition of the property).
	M03.B-O.2.2.1	Interpret and/or model division as a multiplication equation with an unknown factor. Example: Find $32 \div 8$ by solving $8 \times ? = 32$.
Concepts (what students need to know)		Skills (what students must be able to do)
Commutative property Associative property Missing number		Use the properties of multiplication to solve problems Model division as multiplication problem with unknown factor
I Can Statements		
<ul style="list-style-type: none"> - I can use the commutative property of multiplication. (I know that if $6 \times 4 = 24$, then $4 \times 6 = 24$.) - I can use the associative property of multiplication. (To figure out $3 \times 5 \times 2$, I can multiply $3 \times 5 = 15$, then $15 \times 2 = 30$ OR multiply $5 \times 2 = 10$, then $3 \times 10 = 30$.) - I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32 \div 8$ because I know that $8 \times 4 = 32$.) 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.OA.7	CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	
Taught in Unit(s)		
Unit 1, Unit 2, Unit 3, Unit 5, Unit 6, Unit 7		
Explanation/Example of Standard		
Students demonstrate fluency with multiplication facts through 10 and the related division facts.		
Common Misconceptions		
Students may think that $3 \div 18 = 6$ and $18 \div 3 = 6$ are the same equations.		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> - Fluently multiply and divide within 100 - Use strategies such as the relationship between multiplication and division or the properties of operations. 	<ul style="list-style-type: none"> • How can I fluently multiply and divide within 100? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
N/A	N/A	
Concepts (what students need to know)	Skills (what students must be able to do)	
Multiplication facts	Multiply Divide	
I Can Statements		
<ul style="list-style-type: none"> - I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.OA.8, 3.OA.9	CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
Taught in Unit(s)		
Unit 1, Unit 2, Unit 4, Unit 5		
Explanation/Example of Standard		
Use operations, patterns, and estimation strategies to solve problems (may include word problems).		
Common Misconceptions		
<ul style="list-style-type: none"> - The student might forget to do the second step in a two-step problem. - The use of a symbol to represent a number once cannot be used to represent another number in a different problem/situation. - The student might confuse the order of operations (e.g. multiplication, division, addition, subtraction). - The student might not have an effective strategy to assess the reasonableness of answers. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> - Solve two-step problems using the four operations. - Represent problems using equations with a letter standing for the unknown quantity. - Determine the reasonableness of answers by estimating and rounding. - Solve problems using the order of operations. - Identify patterns in addition and multiplication tables and explain them using properties of operations. - Create or match a story to a combination of symbols (+, -, ×, ÷, <, >, and =) or numbers. - Select the missing symbol (+, -, ×, ÷, <, >, and =) that makes an equation or inequality true. 	<ul style="list-style-type: none"> • How can I solve two-step problems using multiplication, division, addition, and subtraction? • How can I show and solve equations with a symbol for the unknown number? • How can I determine if my answers are reasonable and accurate? • How can I use the order of operations to solve problems? • How can I use properties of operations to explain math patterns? • How can I create or match a story problem to math symbols or numbers? • How can I select the missing symbol that makes an equation or inequality true? 	
Assessments		
See unit map for specific unit common assessments		

Assessment Anchor	Eligible Content	
M03.B-O.3 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	M03.B-O.3.1.1	Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
	M03.B-O.3.1.2	Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.
	M03.B-O.3.1.3	Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.
	M03.B-O.3.1.4	Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).
	M03.B-O.3.1.5	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations. Example 1: Observe that 4 times a number is always even. Example 2: Explain why 6 times a number can be decomposed into three equal addends.
	M03.B-O.3.1.6	Create or match a story to a given combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.
	M03.B-O.3.1.7	Identify the missing symbol (+, −, ×, ÷, <, >, and =) that makes a number sentence true.
Concepts (what students need to know)		Skills (what students must be able to do)
Four operations Order of operations Patterns		Solve problems involving the four operations Identify patterns in arithmetic Explain patterns in arithmetic
I Can Statements		
<ul style="list-style-type: none"> - I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable. - I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work. - I can create or match a story problem to the correct symbol (+, −, ×, ÷, <, >, and =) and numbers. - I can identify the missing symbol (+, −, ×, ÷, <, >, and =) that makes a number sentence true. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.G.1	CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	
Taught in Unit(s)		
Unit 6		
Explanation/Example of Standard		
Analyze characteristics of polygons.		
Common Misconceptions		
<ul style="list-style-type: none"> - Students may identify a square as a “non-rectangle” or a “non-rhombus” based on limited images they see. They do not recognize that a square is a rectangle because it has all of the properties of a rectangle. - Students may list properties of each shape separately but not see the interrelationships between the shapes. 		
Big Idea(s)		Essential Question(s)
<ul style="list-style-type: none"> - Understand the relationship among angles, triangles, and polygons. - Analyze quadrilaterals and explore the relationships among parallelograms, rectangles, squares, rhombuses, and trapezoids. - Draw quadrilaterals that match a description. 		<ul style="list-style-type: none"> • How can I understand the relationship among angles, triangles, and polygons? • How can I explore the relationships among quadrilaterals, trapezoids, parallelograms, rhombuses, rectangles, and squares? • How can I draw quadrilaterals that match a description?
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.C-G.1 Reason with shapes and their attributes.	M03.C-G.1.1.1	Explain that shapes in different categories may share attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.
	M03.C-G.1.1.2	Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
	M03.C-G.1.1.3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.
Concepts (what students need to know)		Skills (what students must be able to do)
Attributes of shapes		Identify shapes Identify attributes Compare shapes Compare attributes Classify shapes Classify attributes

I Can Statements

- I can place shapes into categories depending upon their attributes.
- I can recognize and draw quadrilaterals such as rhombuses, rectangles and squares, as well as other examples of quadrilaterals.

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.G.2	CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	
Taught in Unit(s)		
Unit 6, Unit 7		
Explanation/Example of Standard		
Analyze characteristics of polygons.		
Common Misconceptions		
<ul style="list-style-type: none"> - Students may write the numerator as the number of shared parts and the denominator as the number of parts not shaded. Students may think all shapes can be divided the same way. - Students may attempt to write a unit fraction for unequal parts of a shape. - Students may believe that the smaller the denominator, the smaller the piece or part of the set, or the larger the denominator, the larger the piece or part of the set. This is based on the comparison that in whole numbers, the smaller a number, the less it is, or the larger a number, the more it is. - Students may think that two fractions with the same numerator are equal without looking at their denominators. 		
Big Idea(s)		Essential Question(s)
<ul style="list-style-type: none"> - Develop an understanding of unit fractions by partitioning shapes into parts with equal areas. 		<ul style="list-style-type: none"> • How can I understand unit fractions by dividing shapes into parts with equal area?
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.C-G.1 Reason with shapes and their attributes.	M03.C-G.1.1.1	Explain that shapes in different categories may share attributes can define a larger category. Example 1: A rhombus and a rectangle are both quadrilaterals since they both have exactly four sides. Example 2: A triangle and a pentagon are both polygons since they are both multi-sided plane figures.
	M03.C-G.1.1.2	Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
	M03.C-G.1.1.3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example 1: Partition a shape into 4 parts with equal areas. Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.
Concepts (what students need to know)		Skills (what students must be able to do)
Attributes of shapes Fractions Equivalent		Explain that different shapes share attributes Identify different quadrilaterals Divide shapes into parts of equal areas
I Can Statements		
<ul style="list-style-type: none"> - I can divide shapes into parts with equal areas and show those areas as fractions. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.MD.2	CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.	
Taught in Unit(s)		
Unit 3		
Explanation/Example of Standard		
Use the attributes of liquid volume, mass, and length of objects.		
Common Misconceptions		
<ul style="list-style-type: none"> • Students incorrectly determine the unit that should be used to measure liquid volume. • Students may read the mark on a scale that is below a designated number on the scale as if it was the next number. Example: a mark that is on mark below 80 grams may be read as 81 grams. Students realize it is one away from 80, but do not think of it as 79 grams. • Students use the end of the ruler as the starting point to measure instead of using "0" as the starting point. • Students forget to label the measurement. • Students often focus on size to determine estimates of mass. They can be confused by a big fluffy object and a tiny dense object. Since students cannot tell actual mass until they have handled an object, it is important that teachers do not ask students to estimate the mass of object until they have had the opportunity to lift the objects and then make an estimate of the mass. • Students choose the wrong operation when solving a problem involving mass. 		
Big Idea(s)		Essential Question(s)
<ul style="list-style-type: none"> • Measure length in inches, half inches, quarter inches, and centimeters • Use customary and metric units of liquid volume • Solve word problems involving liquid volumes or masses 		<ul style="list-style-type: none"> • How can I measure to the nearest inch, half inch and quarter inch? • How can I measure to the nearest centimeter? • How can I measure and estimate liquid volumes and masses of objects? • How can I solve word problems involving liquid volumes and masses?
Assessments		
See unit map for specific unit common assessments		

Assessment Anchor	Eligible Content	
<p>M03.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.</p>	<p>M03.D-M.1.1.1</p>	<p>Tell, show, and/or write time (analog) to the nearest minute.</p>
	<p>M03.D-M.1.1.2</p>	<p>Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).</p>
	<p>M03.D-M.1.2.1</p>	<p>Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).</p>
	<p>M03.D-M.1.2.2</p>	<p>Add, subtract, multiply, and divide to solve one step word problems involving masses or liquid volumes that are given in the same units.</p>
	<p>M03.D-M.1.2.3</p>	<p>Use a ruler to measure lengths to the nearest quarter inch or centimeter.</p>
	<p>M03.D-M.1.3.1</p>	<p>Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.</p>
	<p>M03.D-M.1.3.2</p>	<p>Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).</p>
	<p>M03.D-M.1.3.3</p>	<p>Round amounts of money to the nearest dollar.</p>
<p>Concepts (what students need to know)</p>		<p>Skills (what students must be able to do)</p>
<p>Measurement</p>		<p>Solve measurement problems Estimate measurement</p>
<p>I Can Statements</p>		
<ul style="list-style-type: none"> • I can measure length to the nearest inch, half inch and quarter inch. • I can measure length to the nearest centimeter. • I can measure liquids and solids with liters, grams and kilograms. • I can measure liquids and solids with cups, pints, quarts, gallons, ounces, and pounds. • I can use addition, subtraction, multiplication and division to solve word problems involving mass and volume. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.MD.1	CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	
Taught in Unit(s)		
Unit 3		
Explanation/Example of Standard		
Determine or calculate time and elapsed time.		
Common Misconceptions		
<ul style="list-style-type: none"> • Students may count in a counterclockwise motion if the minute hand is between 6 and 12. • Students may not use the correct hour when telling time before and after the hour. They need to use the previous hour when they tell minutes after the hour and the next hour when they tell minutes before the hour. 		
Big Idea(s)		Essential Question(s)
<ul style="list-style-type: none"> • Tell and write time to the minute, quarter hour, half hour, and hour. • Tell and write the time before and after the hour to the nearest minute. • Find elapsed time. • Solve word problems involving addition and subtraction of time. 		<ul style="list-style-type: none"> • How can I tell and write time to the nearest minute? • How can I determine how much time has elapsed? • How can I solve word problem involving time intervals?
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.	M03.D-M.1.1.1	Tell, show, and/or write time (analog) to the nearest minute.
	M03.D-M.1.1.2	Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).
	M03.D-M.1.2.1	Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
	M03.D-M.1.2.2	Add, subtract, multiply, and divide to solve one step word problems involving masses or liquid volumes that are given in the same units.
	M03.D-M.1.2.3	Use a ruler to measure lengths to the nearest quarter inch or centimeter.
	M03.D-M.1.3.1	Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.
	M03.D-M.1.3.2	Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).
	M03.D-M.1.3.3	Round amounts of money to the nearest dollar.

Concepts (what students need to know)	Skills (what students must be able to do)
Analog clocks Digital clocks Elapsed time	Tell time to nearest minute Write time to nearest minute Solve problems with time
I Can Statements	
<ul style="list-style-type: none"> • I can tell and write time to the nearest minute. • I can measure time in minutes. • I can solve telling time word problems by adding and subtracting minutes. 	

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
N/A	CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	
Taught in Unit(s)		
Unit 5		
Explanation/Example of Standard		
Count, compare, and make change using a collection of coins and one-dollar bills.		
Common Misconceptions		
<ul style="list-style-type: none"> • Students may confuse a bigger coin for a bigger value. Example: they many think a nickel has a greater value than a dime because the nickel is bigger. • When problem solving with money, students may not line up the decimals. • When writing a dollar amount, students may use the dollar symbol and the cent symbol. Example: \$1.53¢ • Students may not use zero as a place holder when writing dollar amounts. Example: They may write nine dollars and three cents as \$9.3 instead of \$9.03. 		
Big Idea(s)		Essential Question(s)
Money Values Represent Money Amounts in Different Ways Make Change Round Money Amounts		<ul style="list-style-type: none"> • How can I represent money amounts in different ways? • How can I use the Counting On Strategy to make change? • How do I round money amounts to the nearest dime or dollar?
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.	M03.D-M.1.1.1	Tell, show, and/or write time (analog) to the nearest minute.
	M03.D-M.1.1.2	Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).
	M03.D-M.1.2.1	Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
	M03.D-M.1.2.2	Add, subtract, multiply, and divide to solve one step word problems involving masses or liquid volumes that are given in the same units.
	M03.D-M.1.2.3	Use a ruler to measure lengths to the nearest quarter inch or centimeter.
	M03.D-M.1.3.1	Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.
	M03.D-M.1.3.2	Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).

	M03.D- M.1.3.3	Round amounts of money to the nearest dollar.
Concepts (what students need to know)		Skills (what students must be able to do)
Coins Bills Place value Skip count by fives, tens, and twenty-fives		Solve money problems Make change
I Can Statements		
<ul style="list-style-type: none"> • I can count money values. • I can represent money amounts in different ways. • I can make change. • I can round money amounts to the nearest dime or dollar. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.MD.3, 3.MD.4	CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	
Taught in Unit(s)		
Unit 3		
Explanation/Example of Standard		
Organize, display, and answer questions based on data.		
Common Misconceptions		
<ul style="list-style-type: none"> • Students may begin their graph scales by writing 1 instead of 0 as their first number. • Although intervals on a bar graph are not in single units, students may count each square as one. 		
Big Idea(s)		Essential Question(s)
<ul style="list-style-type: none"> • Read and Create Pictographs and Bar Graphs • Represent and Organize Data • Use Graphs to Solve Time and Measurement Data 		<ul style="list-style-type: none"> • How can I read and create pictographs and bar graphs? • How can I represent and organize data? • How can I use graphs to solve time and measurement data?
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.D-M.2 Represent and interpret data.	M03.D-M.2.1.1	Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).
	M03.D-M.2.1.2	Solve and one-and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) "Which category is the largest?" Example 2: (Two-step) "How many more are in category A than in category B?"
	M03.D-M.2.1.3	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units – whole numbers, halves, or quarters.
	M03.D-M.2.1.4	Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.
Concepts (what students need to know)		Skills (what students must be able to do)
Tally charts Tables Pictographs Line plots Bar graphs Data		Represent data with graphs/charts Interpret data

I Can Statements

- I can create a picture or bar graph to show data and solve problems using the information from the graphs.
- I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.MD.6, 3.MD.7	CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.	
Taught in Unit(s)		
Unit1, Unit 2, Unit 6		
Explanation/Example of Standard		
Find the areas of plane figures.		
Common Misconceptions		
<ul style="list-style-type: none"> • Students may confuse perimeter and area when they measure the sides of a rectangle and then multiply. They think the attribute they find is length, which is perimeter. • Students may think that when they are presented with a drawing of a rectangle with only two of the side length shown or a problem situation with only two of the side lengths provided, these are the only dimensions they should add to find the perimeter. • Students will rely on counting squares to calculate area instead of using multiplication. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Understand concepts of area and relate area to multiplication and to addition • Develop strategies for solving real-world area problems. • Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. • Investigate the relationship between perimeter and area. • Use tangram shapes to find areas of figures. 	<ul style="list-style-type: none"> • How do I calculate the perimeter of a shape? • How can I use multiplication to calculate area? • How can I use tangram shapes to find the area of a figure? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	M03.D-M.3.1.1	Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).
	M03.D-M.3.1.2	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.
Concepts (what students need to know)		Skills (what students must be able to do)
Rectangle Properties of multiplication Properties of addition		Find the area of a rectangle Multiply side lengths to find area
I Can Statements		
<ul style="list-style-type: none"> • I can measure areas by counting unit squares. • I can measure area by using what I know about multiplication and addition. 		

CVSD Math Curriculum Map ~ 3rd Grade

Common Core State Standard	PA Core Standard	
3.MD.8, 3.MD.5, 3.MD.7	CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.	
Taught in Unit(s)		
Unit 6		
Explanation/Example of Standard		
Find and use the perimeters of plane figures.		
Common Misconceptions		
<ul style="list-style-type: none"> • Students may confuse perimeter and area when they measure the sides of a rectangle and then multiply. They think the attribute they find is length, which is perimeter. • Students may think that when they are presented with a drawing of a rectangle with only two of the side length shown or a problem situation with only two of the side lengths provided, these are the only dimensions they should add to find the perimeter. • Students will rely on counting squares to calculate area instead of using multiplication. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> • Use side lengths in area and perimeter calculations and problems. • Recognize that rectangles with the same perimeter can have different areas • Recognize that rectangles with the same area can have different perimeters. • Find the area of figures by decomposing them into rectangles. • Solve Perimeter and Area Problems 	<ul style="list-style-type: none"> • How can I use the side lengths to calculate area and perimeter? • How can I find the area of a rectilinear figure? • How can I use the concept of perimeter and area to solve real world problems? 	
Assessments		
See unit map for specific unit common assessments		
Assessment Anchor	Eligible Content	
M03.D-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	M03.D-M.4.1.1	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding the unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.
Concepts (what students need to know)	Skills (what students must be able to do)	
Perimeter Polygons Linear Area	Solve perimeter problems Describe the difference between linear and area measures	
I Can Statements		
<ul style="list-style-type: none"> • I can measure area by using what I know about multiplication and addition. • I can solve real world math problems using what I know about the perimeter of shapes. 		

CVSD Science Scope and Sequence

3rd Grade		Nature of Science	Biological Sciences	Physical Sciences	Earth and Space Sciences	Environmental Sciences
Unit	Time Line	Priority Standards	Priority Standards	Priority Standards	Priority Standards	Priority Standards
Structures of Life	Trimester 1 9 Weeks	Inquiry	3.1.3.A2			4.1.3.C
			3.1.3.A5			
			3.1.3.C1			
Water	Trimesters 2-3 9 Weeks	Inquiry		3.2.3.A3	3.3.5.A.4	4.2.4.A
						4.2.4.B

**CVSD Priority Standards for FOSS Science - Grade 3
(Kits: Water and Structures of Life)**

3.1.A. Organisms and Cells	
3.1.3.A2 Energy Flow	Describe the basic needs of living things and their dependence on light, food, air, water, and shelter
3.1.3.A5 Form and Function	Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.
3.1.C. Evolution	
3.1.3.C1 Natural Selection	Recognize that plants survive through adaptations, such as stem growth towards light and root growth downward in response to gravity.
	Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g. hibernation, migration, trees, shedding leaves).
3.2.A. Chemistry	
3.2.3.A3 Matter & Energy	Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.
3.3 Earth and Space Sciences	
3.3.5.A.4 Water	Explain basic components of the water cycle.
4.1 Ecology	
4.1.3.C Energy Flow	Identify sources of energy (food chains).
4.2 Watersheds and Wetlands	
4.2.4.A Watersheds	Describe the physical characteristics of a watershed. <ul style="list-style-type: none"> • Identify and explain what determines the boundaries of a watershed. • Identify waters systems and their components as either lotic or lentic.
4.2.4.B Wetlands	Describe the characteristics of different types of wetlands.
Inquiry	
Inquiry	Inquiry - Observing Scientific and Engineering Practices

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard			
3.1.3.A2 Describe the basic needs of living things and their dependence on light, food, air, water, and shelter			
Taught in Unit(s)			
FOSS Kit: Structures of Life			
Explanation/Example of Standard			
Describe what plants need to live.			
Common Misconceptions			
<ul style="list-style-type: none"> • Plants need soil to grow. • Plants eat soil. • Food for animals is prepackaged, not natural • Plants and animals have the same needs 			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none"> • Seeds develop in the part of the plant called a fruit • Seeds undergo changes in the presence of water • Plants need water, space, light, and nutrients 		How do organisms obtain and use the matter and energy they need to live and grow?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
S.3.B.1.1	Identify and describe the similarities and differences of living things and their life processes.	S.3.B.1.1.3	Describe the basic needs of plants and animals and their dependence on light, food, air, water, and shelter
Concepts (what students need to know)		Skills (what students must be able to do)	
Seed Fruit Organism Germination Nutrients Fruit Root		Observe and compare properties of seeds and fruits	
I Can Statements			
I can tell how living things depend on light, food, air, water and shelter to survive.			

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard			
3.1.3.A5 – Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.			
Taught in Unit(s)			
FOSS Kit: Structures of Life			
Explanation/Example of Standard			
Plants have different structures that perform different functions to keep the plant alive.			
Common Misconceptions			
<ul style="list-style-type: none"> • Plants need soil to grow. • Plants eat soil. • Food for animals is prepackaged, not natural • Plants and animals have the same needs 			
Big Idea(s)		Essential Question(s)	
Roots function to take up water and nutrients so they can be transported to other parts of the plant. A seed contains the embryo plant and stores food.		What are the functions of plant structures?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
S.3.B.1.1	Identify and describe the similarities and differences of living things and their life processes.	S.3.B.1.1.1	Identify and describe the functions of basic structures of animals and plants (e.g., animals [skeleton, heart, lungs]; plants [roots, stem, leaves]).
Concepts (what students need to know)		Skills (what students must be able to do)	
Fruit Organism Germination Nutrients Fruit Root Seed		<ul style="list-style-type: none"> • Monitor and record changes in seeds over days • Investigate the effect of water on seeds. • Compare the mass of dry seeds and those soaked in water • Describe and compare different kinds of germinated seeds • Plant bean seedlings in nutrient solution and observe them throughout their life cycle • Observe plant structures as they appear during the plant’s life cycle. 	
I Can Statements			
I can describe the life cycle of a plant I can observe how seeds change over time I can compare different kinds of seeds			

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard			
3.1.3.C1 Recognize that plants survive through adaptations such as stem growth towards light and root growth downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g., hibernation, migration, trees, shedding leaves).			
Taught in Unit(s)			
FOSS Kit: Structures of Life			
Explanation/Example of Standard			
Plants and animals have adaptations that help them to survive.			
Common Misconceptions			
<ul style="list-style-type: none"> • Plants only grow upward. • Roots only grow downward. 			
Big Idea(s)		Essential Question(s)	
Different organisms have different adaptations.		What structure does a seedling have to help it grow and survive? How do crayfish structures and behaviors help them grow and survive?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
S.3.B.2.1	Identify and describe characteristics of plants and animals that help with their survival	S.3.B.2.1.1	Identify adaptations of plants and animals that have helped them to survive
Concepts (what students need to know)		Skills (what students must be able to do)	
Stem Root Adaptations Structures habitat		Observe plant and animals in their habitats	
I Can Statements			
I can tell about crayfish structures and describe their functions I can tell how bean seedlings grow and survive			

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard			
3.2.3.A3 - Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.			
Taught in Unit(s)			
FOSS Kit: Water			
Explanation/Example of Standard			
Temperature determines what phase of matter a substance is.			
Common Misconceptions			
<ul style="list-style-type: none"> • Steam is hot air • Ice molecules are colder than water molecules • Condensation is when molecules seep through a glass. 			
Big Idea(s)		Essential Question(s)	
Water can be in different forms of matter in different temperatures		What are the properties of water as it is heated, cooled and frozen?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
S.3.C.1.1	Describe the observable physical properties of matter.	S.3.C.1.1.4	Recognize and identify how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).
Concepts (what students need to know)		Skills (what students must be able to do)	
Expands Contracts Melting Freezing Condensation Evaporation		<ul style="list-style-type: none"> • Investigate the effect of temperature on condensation and evaporation • Construct a thermometer to observe that water expands as it warms and contracts as it cools • Observe and explain the interaction between masses of water at different temperatures • Observe and explain the interaction between masses of water in liquid and solid states 	
I Can Statements			
I can describe what happens to water when it is heated and cooled I can describe what happens when hot or cold water is put in room temperature water I can describe how water changes when it gets really cold I can describe how temperature affects evaporation and condensation			

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard			
3.3.5.A.4 Explain basic components of the water cycle.			
Taught in Unit(s)			
FOSS Kit: Water			
Explanation/Example of Standard			
Evaporation and condensation are part of the water cycle.			
Common Misconceptions			
<ul style="list-style-type: none"> • Water only gets evaporated from the ocean or lakes. • The water cycle only includes rain and snow. 			
Big Idea(s)		Essential Question(s)	
Evaporation and condensation contribute to the movement of water through the water cycle		What is the water cycle?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
S.3.D.2.1	Identify basic weather conditions and how they are measured.	S.3.D.2.1.2	Describe how weather variables (i.e., temperature, wind speed, wind direction, and precipitation) are observed and measured.
Concepts (what students need to know)		Skills (what students must be able to do)	
Evaporation Condensation Water cycle		Investigate the role of condensation and evaporation in the water cycle	
I Can Statements			
I can describe the water cycle. I can explain the role of condensation and evaporation in the water cycle.			

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard	
4.1.3.C Identify sources of energy (food chains)	
Taught in Unit(s)	
FOSS Kit: Structures of Life	
Explanation/Example of Standard	
Living things obtain energy either from the sun (plants) or by eating other organisms.	
Common Misconceptions	
A food chain must include a predator/prey relationship	
Big Idea(s)	Essential Question(s)
Organisms are related in feeding relationships called food chains.	What is needed to sustain a food chain?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
food chain organism habitat ecosystem	Investigate food chain dynamics through a simulation.
I Can Statements	
I can explain how a food chain works.	

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard	
4.2.4.A Describe the physical characteristics of a watershed. Identify and explain what determines the boundaries of a watershed. Identify water systems and their components as either lotic or lentic.	
Taught in Unit(s)	
(Not a FOSS Kit) –What is a Watershed? (Online Lesson) http://learningtogive.org/lessons/unit374/lesson2.html	
Explanation/Example of Standard	
A watershed is an area of land that catches rain and snow and then drains into a body of water like a marsh, stream, river, or lake. We live in the Chesapeake Bay Watershed.	
Common Misconceptions	
Watersheds are not wetlands. Lotic vs. Lentic Water Systems Moving water such as creeks, rivers, and streams are LOTIC water sources. Standing water such as ponds, lakes, and swamps are LENTIC water sources.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> We live in the Chesapeake Bay Watershed (our water goes downstream to the Chesapeake Bay) Everything that goes into our local streams will impact the Chesapeake Bay (and life in the bay) 	What is a watershed? Why are watersheds important? How can we protect our watershed?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
watershed pollution lotic (living in moving waters) lentic (living in still waters)	<ul style="list-style-type: none"> Define a watershed Draw a diagram of a watershed
I Can Statements	
I can define a watershed. I can draw a diagram of a watershed. I can describe the difference between a Lotic and Lentic water system.	

CVSD Science Curriculum Map ~ Grade 3

CV Priority Standard/PA Academic Standard	
4.2.4.B Describe the characteristics of different types of wetlands.	
Taught in Unit(s)	
(Not a FOSS Kit) –Online Resource/Stream Study http://mysciencebox.org/wetlands/lesson	
Explanation/Example of Standard	
Wetlands are a type of ecosystem where there is standing water at least part of the year. There are different types of wetlands that have different characteristics (marsh, swamp, bog, fen).	
Common Misconceptions	
Wetlands are areas of land that are useless	
Big Idea(s)	Essential Question(s)
<p>Wetlands are important areas of a watershed.</p> <p>Wetlands have specific types of plant life growing in them.</p>	<p>Why are wetlands important?</p>
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Define a wetland.</p> <p>Identify characteristics of plants that live in a wetland.</p> <p>Differentiate the difference between types of wetlands; marsh, swamp, bog, fen.</p> <p>The relationship between a watershed and a wetland</p>	<ul style="list-style-type: none"> • Define a wetland • Describe how a wetland is part of a watershed • Identify types of wetlands and their characteristics
I Can Statements	
<p>I can describe a wetland.</p> <p>I can describe different types of wetlands.</p> <p>I can explain how a wetland and a watershed are related.</p>	

CVSD Science Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard
Inquiry - Observing Scientific and Engineering Practices
Taught in Unit(s)
Structures of Life Water
Explanation/Example of the Standard
<p>In addition to the science content development, every module provides opportunities for students to engage in and understand the importance of scientific practices, and many modules explore issues related to engineering practices and the use of natural resources.</p> <p>Asking questions and defining problems</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, systems, and events in the natural and human-made world (science). • Ask questions to define and clarify a problem, determine criteria for solutions, and identify constraints (engineering). <p>Planning and carrying out investigations</p> <ul style="list-style-type: none"> • Plan and conduct investigations in the laboratory and in the field to gather appropriate data (describe procedures, determine observations to record, decide which variables to control) or to gather data essential for specifying and testing engineering designs. <p>Analyzing and interpreting data</p> <ul style="list-style-type: none"> • Use a range of media (numbers, words, tables, graphs, images, diagrams, equations) to represent and organize observations (data) in order to identify significant features and patterns. <p>Developing and using models</p> <ul style="list-style-type: none"> • Use models to help develop explanations, make predictions, and analyze existing systems, and recognize strengths and limitations of proposed solutions to problems. <p>Using mathematics and computational thinking</p> <ul style="list-style-type: none"> • Use mathematics and computation to represent physical variables and their relationships and to draw conclusions. <p>Constructing explanations and designing solutions</p> <ul style="list-style-type: none"> • Construct logical explanations of phenomena, or propose solutions that incorporate current understanding or a model that represents it and is consistent with available evidence. <p>Engaging in argumentation from evidence</p> <ul style="list-style-type: none"> • Defend explanations, develop evidence based on data, examine one's own understanding in light of the evidence offered by others, and challenge peers while searching for explanations. <p>Obtaining, evaluating, and communicating information</p> <ul style="list-style-type: none"> • Communicate ideas and the results of inquiry—orally and in writing—with tables, diagrams, graphs, and equations, in collaboration with peers.
Common Misconceptions
<ul style="list-style-type: none"> • <i>A hypothesis can be wrong.</i> Correction: Hypotheses are <u>never</u> wrong; hypotheses are either supported or not supported by collected data from experiments.

- *There is a single Scientific Method that all scientists follow.* Correction: "The Scientific Method" is often taught in science courses as a simple way to understand the basics of scientific testing. In fact, the Scientific Method represents how scientists usually write up the results of their studies (and how a few investigations are actually done), but it is a grossly oversimplified representation of how scientists generally build knowledge. The process of science is exciting, complex, and unpredictable. It involves many different people, engaged in many different activities, in many different orders.
- *The process of science is purely analytic and does not involve creativity.* Correction: Perhaps because the Scientific Method presents a linear and rigid representation of the process of science, many people think that doing science involves closely following a series of steps, with no room for creativity and inspiration. In fact, many scientists recognize that creative thinking is one of the most important skills they have — whether that creativity is used to come up with an alternative hypothesis, to devise a new way of testing an idea, or to look at old data in a new light. Creativity is critical to science!

Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Scientific inquiry is a multifaceted activity. • Scientists use observations to pose questions about the world around them. • Scientists use an inquiry process to find answers to questions. • Scientists collect, measure, analyze, and organize their data in logical ways as part of a scientific process. • Scientists routinely communicate and collaborate with others in an attempt to build knowledge and understanding. 	<ul style="list-style-type: none"> • What makes a good scientific question? • Why did that happen? • How do scientific questions drive the inquiry process? • What would happen if I did this differently? • What is a fair test? • What steps do I need to take to test my question? • How does my data answer my questions? • How can I prove my conclusion is accurate? • What tools do I use to collect data? • What data will I collect during the investigation? • Can I explain the process used to read my conclusion? • Can I use my data to explain conclusions to others effectively?

Assessments

See unit maps for specific unit common assessments.

Concepts (what students need to know)	Skills (what students must be able to do)
Scientific Questions Variables Inquiry Data Valid Reliable	<ul style="list-style-type: none"> • Raise questions about the natural world, investigate them in teams through free exploration and systematic observations and generate appropriate explanation based on those explorations.

<p>Conclusion Errors Communicate Evidence</p>	<ul style="list-style-type: none"> • Compare the observations made by different groups using the same tools. • Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. • Explain how particular scientific investigations should yield similar conclusions when repeated. • Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). • Explain how scientists alone or in groups are always investigating new ways to solve problems.
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I Can Statements	
<p>I can choose the correct measuring tools and use them safely to measure and record length and weigh in metric and English units. I can discuss findings and measurements made by other people. I can read and interpret simple tables and graphs. I can identify and use safe science procedures. I can record and organize findings (journals, charts, and tables). I can tell others about my science findings in different ways. (written, orally, pictures)</p>	

CVSD Social Studies Scope and Sequence ~ Grade 3

3rd Grade		Civics & Government	Economics	Geography	History
Unit	Timeline	Priority Standards	Priority Standards	Priority Standards	Priority Standards
Unit 1 Geography TCI Ch. 1	week 10 (Trimester 1)			7.1.3.B	
Unit 2 Culture TCI Ch. 4, 5, 7	weeks 11-12 (Trimester 1)	5.3.3.F			8.3.3.A
					8.4.3.A
	week 13 (Trimester 2)				8.4.3.C
					8.4.3.D
Unit 3 Economics TCI Ch. 8-9, 11	weeks 14-15 (Trimester 2)		6.4.3.B		
Unit 4 Government TCI Ch. 12-14	weeks 16-20 (Trimester 2)	5.2.3.A	6.3.3.A		
		5.2.3.C			
		5.2.3.D			
		5.3.3.B			
		5.3.3.C			
Unit 5 Rights and Responsibilities TCI Ch. 6, 15	Weeks 30-36 (Trimester 3)	5.2.3.C			8.1.3.B
		5.2.3.D			8.3.3.A
		5.3.3.F			

CVSD Priority Standards for Social Studies ~ 3rd Grade

Civics and Government	
5.2.3.A	Identify personal rights and responsibilities.
5.2.3.C	Identify leadership and public service opportunities in the school, community, state and nation.
5.2.3.D	Describe how citizens participate in school and community activities.
5.3.3.B	Identify how laws are made in the local community.
5.3.3.C	Identify services performed by the local government.
5.3.3.F	Explain how an action may be just or unjust.
Economics	
6.3.3.A	Identify goods and services provided by the government.
6.4.3.B	Identify examples of trade, imports and exports in the local community.
Geography	
7.1.3.B	Identify and locate places and regions as defined by physical and human features.
History	
8.1.3.B	Identify fact, opinion, multiple points of view, & primary sources as related to historical events.
8.3.3.A	Identify and describe the social, political, cultural and economic contributions of individuals and groups in the United States history.
8.4.3.A	Identify the elements of culture and ethnicity.
8.4.3.C	Compare and contrast selected world cultures.
8.4.3.D	Identify conflict and cooperation among groups and organizations from around the world.

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
5.2.3.A. – Identify personal rights and responsibilities.	
Taught in Unit(s)	
Unit 4	
Explanation/Example of the Standard	
All individuals in society have personal rights and responsibilities. In order to take advantage of our personal rights, people need to be responsible citizens. Responsible citizens exercise their rights in a way that make their community better.	
Big Idea(s)	Essential Question(s)
Individuals have personal rights that are foundations of our democracy. Along with those rights, individuals have responsibilities in society.	<ul style="list-style-type: none"> • What are some personal rights that people are entitled to? • What are some of the responsibilities of individuals in our society?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • personal rights • responsibilities 	<ul style="list-style-type: none"> • List and explain personal rights. • Explain responsibilities people have in society and how those can help make our society a better place.
I Can Statements	
I can list and explain personal rights. I can identify why responsibilities are important.	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
5.2.3.C. – Identify leadership and public service opportunities in the school, community, state, and nation.	
Taught in Unit(s)	
Unit 4 and Unit 5	
Explanation/Example of the Standard	
Careers in public service are vitally important in the American democracy. Citizens need to understand what political leaders do and why leadership is necessary. They also must understand the wide range of positions and opportunities in public service and their importance to themselves and their society.	
Big Idea(s)	Essential Question(s)
<p>Although individuals sometimes feel like they can not make a difference in society, each individual plays an important role and can contribute to our American democracy.</p> <p>There are leadership and public service opportunities available on many levels within society.</p>	<ul style="list-style-type: none"> • What are some leadership and public service opportunities available in the school, community, state and nation? • How can individuals serve as leaders and public servants?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Leadership • Public service • Democracy • Election • Volunteer 	<ul style="list-style-type: none"> • Describe what political leaders do and why leadership is necessary in a democracy. • Identify opportunities for leadership and public service in their own classroom, school, community, state and nation. • Explain why leadership and public service are important to the continuance and improvement of American democracy.
I Can Statements	
<p>I can describe what political leaders do.</p> <p>I can understand why leadership is necessary in a democracy.</p> <p>I can identify opportunities for leadership and public service.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
5.2.3.D. – Describe how citizens participate in school and community activities.	
Taught in Unit(s)	
Unit 4 and Unit 5	
Explanation/Example of the Standard	
Civic participation is one of the most important rights of citizenship, this is the right to participate in governing our nation. There are different ways to participate. Individuals need to decide whether or not they will participate.	
Big Idea(s)	Essential Question(s)
<p>There are many ways that citizens can participate in school and community activities.</p> <p>Civic participation is not required, but it is an important part of American democracy.</p>	<ul style="list-style-type: none"> • How can citizens participate in school and community activities? • Why is it important for citizens to participate in school and community activities?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Civic participation • Rights • Citizen 	<ul style="list-style-type: none"> • Identify ways citizens can participate in school and community activities. • Describe how citizens participate in school and community activities. • Explain why it is important for citizens to participate in school and community activities.
I Can Statements	
<p>I can identify ways citizens can participate in school and community activities.</p> <p>I can describe how citizens participate in school and community activities.</p> <p>I can explain why it is important for citizen to participate in school and community activities.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
5.3.3.B. – Identify how laws are made in the local community.	
Taught in Unit(s)	
Unit 4	
Explanation/Example of the Standard	
At all levels of the government the legislative branch makes the laws. There are local, state, and national laws. It is important for all citizens to understand and follow the laws created by the legislature. Lawmaking is a process that is made up of many steps. Ideas for laws can even come from everyday citizens.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> Lawmaking is a process carried out by the legislative branch. Everyday citizens can propose laws. There are laws at the local, state, and national level. 	<ul style="list-style-type: none"> How are laws made in the local community? What role do citizens play in the law making process? What is the difference between the laws at the different levels?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Laws Local State National 	<ul style="list-style-type: none"> Explain how laws are made in the local community. Describe what role citizens play in the law making process. Explain the differences between local, state, and national laws.
I Can Statements	
I can explain how laws are made.	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
5.3.3.C. – Identify services performed by the local government.	
Taught in Unit(s)	
Unit 4	
Explanation/Example of the Standard	
Most services like public health care, education and highway construction cost money because the government must pay people to provide these services and pay for materials. Citizens pay taxes to the government, so the government can afford to provide these services.	
Big Idea(s)	Essential Question(s)
<p>The government provides key public services for members of society.</p> <p>These public services cost money.</p>	<ul style="list-style-type: none"> What are some services provided by the local government? How are the services the local government provides paid for? Why are these services essential for citizens in a society?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Public services Taxes Local 	<ul style="list-style-type: none"> Identify services provided by the local government. Explain how services are provided by the local government. Describe why these services are important to members of society.
I Can Statements	
<p>I can identify services provided by the local government.</p> <p>I can explain how the local government provides services.</p> <p>I can explain why services are important to society.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
5.3.3.F. – Explain how an action may be just or unjust.	
Taught in Unit(s)	
Unit 2 and Unit 5	
Explanation/Example of the Standard	
Actions in society can be deemed just or unjust. Just actions are based on right. All individuals have a responsibility to make their community a better place, so all actions should be just. We can be just by treating people in a respectful manner.	
Big Idea(s)	Essential Question(s)
<p>Actions can be just or unjust.</p> <p>Strong communities are made up of people who are just.</p>	<ul style="list-style-type: none"> • How can an action be just or unjust? • How can people make their communities better places to live?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Just • Unjust 	<ul style="list-style-type: none"> • Explain just and unjust actions. • Describe ways people can be just in their communities.
I Can Statements	
I can tell the difference between just and unjust actions.	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
6.3.3.A. – Identify goods and services provided by the government.	
Taught in Unit(s)	
Unit 4	
Explanation/Example of the Standard	
Throughout American history, the government has responded to social needs by providing public goods and services. In order to provide these public goods and services tax dollars are collected by the government. Over time the government has identified social needs such as education, welfare, hospitals, roads, and libraries, just to name a few. The government provides these public goods and services for the betterment of society.	
Big Idea(s)	Essential Question(s)
<p>The government responds to social needs by providing public goods and services.</p> <p>These public goods and services are provided through the collection of tax dollars.</p> <p>Public goods and services benefit society as a whole.</p>	<ul style="list-style-type: none"> How does the government respond to social needs? How does the government get money to provide public goods and services? What public goods and services does the government provide? Why does the government provide public goods and services?
Assessments	
See unit maps for specific common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> social needs public goods public services tax dollars 	<ul style="list-style-type: none"> Explain how the government responds to social needs. Explain how the government gets money to provide for public goods and services. List public goods and services that the government provides. Explain why the government provides public goods and services.
I Can Statements	
I can explain how government responds to social needs by providing public goods and services.	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
6.4.3.B. – Identify examples of trade, imports and exports in the local community.	
Taught in Unit(s)	
Unit 3	
Explanation/Example of the Standard	
Global trade impacts people and communities all around the world. Local communities benefit from trading and import and export various items.	
Big Idea(s)	Essential Question(s)
<p>There are patterns of global trade.</p> <p>Imports and exports impact our communities.</p> <p>Trade is a necessity in our global community.</p>	<ul style="list-style-type: none"> What do patterns of trade look like? What are some imports brought into our community? What are some exports our community benefits from? Why is global trade important?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Global trade Imports Exports Trade 	<ul style="list-style-type: none"> Show what patterns of trade look like. Describe the imports and exports in our community and why trading them is important. Explain what benefits global trade brings to our community.
I Can Statements	
<p>I can identify imports and exports and explain why they are important.</p> <p>I can explain the benefits of global trade.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
7.1.3.B. – Identify and locate places and regions as defined by physical and human features	
Taught in Unit(s)	
Unit 1	
Explanation/Example of the Standard	
<p>Places and regions in the United States can be defined by unique physical and human features. Being able to describe and locate these places can help students have a better understanding of the world that we live in. Understanding the geography of places and regions can help the students better understand the history, government and economics of these places and regions.</p>	
Big Idea(s)	Essential Question(s)
<p>Each region of the world has unique physical and human features.</p> <p>It is important for students to be able to describe and locate the regions of the world.</p>	<ul style="list-style-type: none"> • What are the largest bodies of water on earth? • What are the largest bodies of land on earth? • How do map makers divide the world into hemispheres? • How is the United States divided into smaller sections?
Assessments	
See unit maps for specific common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Oceans and Continents • Equator and Prime Meridian • Hemispheres • States 	<ul style="list-style-type: none"> • Identify the physical and human features of the regions of the world. • Explain why it is important to be able to describe and locate the regions of the world.
I Can Statements	
<p>I can describe places and regions of the world.</p> <p>I can locate places and regions of the world.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
8.1.3.B. – Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	
Taught in Unit(s)	
Unit 5	
Explanation/Example of the Standard	
<p>When historians look at historical events they will often present the facts and opinions. It is important for students to understand the differences between fact and opinion so they can have a more clear understanding of historical events. Each historical event can be presented from multiple points of view. It is important for students to understand the differences between these points of view so they can better understand how different groups might look at these historical events. Primary sources can give first-hand accounts of historical events. These allow students to interpret exactly what people from the time thought about the historical event.</p>	
Big Idea(s)	Essential Question(s)
<p>Being able to identify facts vs. opinions allows students to have a better understanding of an event.</p> <p>Learning about an event from multiple points of view will allow students to more fully understand the event.</p> <p>Studying primary sources will allow students to learn about an event first hand from those who lived through it.</p>	<ul style="list-style-type: none"> • What can facts tell us about a historical event? • What can opinions tell us about a historical event? • Why is it important to look at an event from multiple points of view? • What is the difference between primary and secondary sources? • What can primary sources tell us about a historical event?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Fact • Opinion • Multiple points of view • Primary sources • Secondary sources 	<ul style="list-style-type: none"> • Identify fact vs. opinion when studying a historical event. • Explain a historical event from multiple points of view. • Identify primary sources and explain what they can tell us about a historical event.
I Can Statements	
<p>I can identify fact vs. opinion.</p> <p>I can explain a historical event from multiple points of view.</p> <p>I can tell the difference between a primary source and secondary source.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
8.3.3.A. – Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.	
Taught in Unit(s)	
Unit 2 and Unit 5	
Explanation/Example of the Standard	
People from a variety of cultures, ethnicities, and backgrounds have made an impact on the history of the United States. These contributions come in many forms, such as cleaning up pollution, advocating for disabled persons’ rights, or leading farm workers towards better working conditions. Students need to learn about these individuals in order to be able to better understand how the United States as we know it today was created.	
Big Idea(s)	Essential Question(s)
<p>Biography explores the life of an individual</p> <p>Groups that have influenced United States history had different beliefs, customs, ceremonies, traditions, and social practices</p>	<ul style="list-style-type: none"> • How have people from many different groups made the United States into the country that it is today? • Why do people from different backgrounds all work to make the United States a better place? • How have individuals and groups stood up for their rights, and for the rights of others?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Identify a group in United States history and explain how it differed from other groups • Analyze the interaction of cultural, economic, geographic, political, and social relations for an American from whom we can learn. • Summarize how conflict and compromise in United States history impact contemporary society. 	<ul style="list-style-type: none"> • Identify groups and individuals who have impacted United States’ history • Describe the means by which individuals and groups have impacted United States history • Explain how the contributions of these impacts the way we live today
I Can Statements	
<p>I can identify groups and individuals who have changed the history of the United States.</p> <p>I can explain how those individuals changed the way we live today.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
8.4.3.A. – Identify the elements of culture and ethnicity.	
Taught in Unit(s)	
Unit 2	
Explanation/Example of the Standard	
Understanding culture and ethnicity will help students have a better understanding of the members in their community. Having respect for all cultures and ethnicities is important so students can learn to live peacefully in our global society. Individuals of different cultures make up our society and have helped form it into what it is today.	
Big Idea(s)	Essential Question(s)
<p>Understanding different cultures and ethnicities help make students better members of their communities.</p> <p>As our society becomes more global, students will need to understand different cultures and ethnicities in order to be successful.</p> <p>People from different cultures and ethnicities have helped make our country what it is today.</p>	<ul style="list-style-type: none"> What are some important elements of culture? What is ethnicity? Why is it important to respect people of different cultures and ethnicities? Why is it important to understand different cultures and ethnicities?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> culture ethnicity global society 	<ul style="list-style-type: none"> List important elements of culture. Define ethnicity. Explain why it is important to respect people of different cultures and ethnicities.
I Can Statements	
<p>I can list important elements of culture.</p> <p>I can define ethnicity.</p> <p>I can explain why it is important to respect people of different cultures and ethnicities.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
8.4.3.C. – Compare and contrast selected world cultures.	
Taught in Unit(s)	
Unit 2	
Explanation/Example of the Standard	
Being able to compare and contrast selected world cultures allows students to understand those that may be different. Students will be able to identify how they are alike and different as compared to others in the world.	
Big Idea(s)	Essential Question(s)
<p>Students throughout the world have similarities and differences.</p> <p>Being able to compare and contrast selected world cultures allows students to have a better understanding of the world around them.</p>	<ul style="list-style-type: none"> How am I alike other students throughout the world? How am I different from other students throughout the world? Why is it important for me to understand these similarities and differences?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> compare contrast world culture 	<ul style="list-style-type: none"> Identify ways they are similar and different as compared to other students throughout the world. Explain why it is important to understand these similarities and differences.
I Can Statements	
<p>I can compare and contrast my culture with others around the world.</p> <p>I can explain why these similarities and differences are important.</p>	

CVSD SS Curriculum Map ~ 3rd Grade

CV Priority Standard/PA Academic Standard	
8.4.3.D. – Identify conflict and cooperation among groups and organizations from around the world.	
Taught in Unit(s)	
Unit 2	
Explanation/Example of the Standard	
<p>Often groups of people around the world will not share the same opinion about an idea, or about how to handle a situation. When these situations arise, conflicts may arise. Understanding how these conflicts arise will help students to understand human history at a deeper level. This understanding may one day help students to learn from the conflicts of the past to help avoid repeating them.</p> <p>Additionally this standard discusses cooperation among groups. This part of the standard is of increasing importance in a global society. Recognizing situations in which groups worked together, such as in global trade, will help students to succeed in an increasingly diverse economy and society. This standard helps students to recognize how cultural differences can create tension between groups, and how to mitigate that tension through cooperation and understanding.</p>	
Big Idea(s)	Essential Question(s)
<p>Recognizing situations of conflict and cooperation helps students to understand cultural connections</p> <p>Learning about conflicts can help us to understand how they arose, and how we can avoid them.</p> <p>Learning about situations of cooperation will allow students to understand how to participate in a global society.</p>	<ul style="list-style-type: none"> • What is the difference between conflict and cooperation? • Why do groups around the world have conflicts? • Why do groups around the world cooperate? • How does cooperation and conflict impact the way we live today?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Social entities throughout the world clash over disagreement and assist each other when advantageous. • Cultural understanding can assist in creating greater cooperation between groups around the world. 	<ul style="list-style-type: none"> • Summarize how conflict and compromise in world history impact contemporary society
I Can Statements	
<p>I can identify examples of conflict among groups around the world.</p> <p>I can identify examples of cooperation among groups around the world.</p> <p>I can summarize how conflict and compromise in world history impact the way we live today.</p>	