

Sharing the Planet

ELA Standards

Reading

LAFS.3.RL.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

LAFS.3.RL.2.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LAFS.3.RL.2.6 - Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.3.RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LAFS.3.RL.4.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Language

LAFS.3.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Demonstrate beginning cursive writing skills.
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c. Form and use regular and irregular plural nouns.
- d. Use abstract nouns (e.g., childhood, friendship, courage).
- e. Form and use regular and irregular verbs.
- f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- g. Ensure subject-verb and pronoun-antecedent agreement.
- h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- i. Use coordinating and subordinating conjunctions.
- j. Produce simple, compound, and complex sentences.

LAFS.3.L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English

LAFS.3.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

LAFS.3.L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

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	<p>LAFS.3.L.3.6 - Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Writing -</p> <p>LAFS.3.W.1.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>LAFS.3.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Math Standards</p>	<p>Module 4: Fractions</p> <p>MAFS.3.NF.1.1 – Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>MAFS.3.NF.1.2 – Understand a fraction as a number line; represent fractions on a number line diagram.</p> <ol style="list-style-type: none"> a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. <p>MAFS.3.NF.1.3 – Explain equivalence of fractions in special cases, and compare the fractions by reasoning about their size.</p> <ol style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Recognize the results of comparisons with the symbols $<$, $=$, $>$, and justify the conclusions, e.g., by using visual fraction model. <p>MAFS.G.1.2 – Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</p>

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Science Standards	<p>SC.3.E.5.1 Explain that stars can be different some are smaller, some are larger, and some appear brighter than others all except the Sun are so far away that they look like points of light.</p> <p>SC.3.E.5.2 Identify the Sun as a star that emits energy some of it in the form of light.</p> <p>SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth.</p> <p>SC.3.E.5.4 Explore the law of gravity by demonstrating that gravity is a force that can be overcome.</p> <p>SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.</p> <p>SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.</p> <p>SC.3.P.11.2 Investigate, observe and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.</p> <p>SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.</p>
Social Studies	<p>SS.3.C.1.1 Explain the purpose and need for government</p> <p>SS.3.C.1.2 Describe how government gains its power from the people</p> <p>SS.3.C.2.1 Explain how government was established through a written Constitution</p> <p>SS.3.C.3.3 Recognize that every state has a state constitution</p> <p>SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.</p> <p>SS.3.G.2.1 Label the countries and commonwealths in North America and in the Caribbean</p> <p>SS.3.G.2.2 Identify the five regions of the United States</p> <p>SS.3.G.2.3 Label the states in each of the five regions of the United States</p>