

# Who We Are

## ELA Standards

### Reading

LAFS.3.RI.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.RI.1.2 – Determine the main idea of a text; recount the key details and explain how they support to main idea.

LAFS.3.RI.1.3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.3.RI.2.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LAFS.3.RI.2.5- Use text features and search tools to locate information relevant to a given topic efficiently.

LAFS.3.RI.2.6- Distinguish their own point of view from that of the author of a text.

LAFS.3.RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.RI.3.8- Describe the logical connection between particular sentence and paragraphs in a text.

LAFS.3.RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

LAFS.3.RI.4.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Language:

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.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.

LAFS.3.1.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.3.1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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*).

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*).

### Writing:

LAFS.3.W.1.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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	<ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section</li> </ul> <p>LAFS.3.W.2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>LAFS.3.W.2.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.3.W.3.7 - Conduct short research projects that build knowledge about a topic.</p> <p>LAFS.3.W.3.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <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 5 – Geometry and Geometric Measurement</p> <p>MAFS.3.G.1.1 – Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>MAFS.MD.3.5 – Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> <li>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ul> <p>MAFS.3.MD.3.6 – Measure areas by counting unit squares (square cm, square in, square ft, and improvised units).</p> <p>MAFS.3.MD.3.7 – Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> <li>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</li> <li>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</li> <li>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area model to represent the distributive property in mathematical reasoning.</li> <li>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping parts, applying this technique to solve real world problems.</li> <li>e. MAFS.3.MD.4.8 – Solve real world and mathematical problems involving perimeters of polygons, includes finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</li> </ul>

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Science Standards	<p>SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, mechanical and electrical.</p> <p>SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.</p> <p>SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another</p> <p>SC.3.P.10.4 Demonstrate that light can be reflected, refracted and absorbed</p> <p>SC.3.P.11.1 Investigate, observe and explain that things that give off light often also give off heat.</p>
Social Studies	<p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs and photos to analyze geographic information.</p> <p>SS.3.G.1.2 Review basic map elements</p> <p>SS.3.G.1.3 Label the continents and oceans on a world map.</p> <p>SS.3.G.1.4 Name and identify the purpose of maps.</p> <p>SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion</p> <p>SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.</p>