

### Typing

#### **CCSS.ELA-LITERACY.W.3.6**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Phonics and Word Recognition

#### **CCSS.ELA-LITERACY.RF.3.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

#### **CCSS.ELA-LITERACY.RF.3.3.A**

Identify and know the meaning of the most common prefixes and derivational suffixes.

#### **CCSS.ELA-LITERACY.RF.3.3.B**

Decode words with common Latin suffixes.

#### **CCSS.ELA-LITERACY.RF.3.3.C**

Decode multisyllable words.

#### **CCSS.ELA-LITERACY.RF.3.3.D**

Read grade-appropriate irregularly spelled words.

### Vocabulary Acquisition and Use

#### **CCSS.ELA-LITERACY.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.

### Vocabulary Acquisition and Use

#### **CCSS.ELA-LITERACY.L.3.4.B**

Determine the meaning of the new word formed when a known affix is added to a known word.

#### **CCSS.ELA-LITERACY.L.3.4.C**

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

#### **CCSS.ELA-LITERACY.L.3.5**

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

#### **CCSS.ELA-LITERACY.L.3.5.A**

Distinguish the literal and nonliteral meanings of words and phrases in context.

#### **CCSS.ELA-LITERACY.L.3.5.B**

Identify real-life connections between words and their use.

#### **CCSS.ELA-LITERACY.L.3.5.C**

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

### Conventions of Standard English

#### **CCSS.ELA-LITERACY.L.3.1**

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

#### **CCSS.ELA-LITERACY.L.3.1.A**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

#### **CCSS.ELA-LITERACY.L.3.1.B**

Form and use regular and irregular plural nouns.

#### **CCSS.ELA-LITERACY.L.3.1.C**

Use abstract nouns.

### Conventions of Standard English

#### **CCSS.ELA-LITERACY.L.3.1.D**

Form and use regular and irregular verbs.

#### **CCSS.ELA-LITERACY.L.3.1.E**

Form and use the simple verb tenses.

#### **CCSS.ELA-LITERACY.L.3.1.F**

Ensure subject-verb and pronoun-antecedent agreement.

#### **CCSS.ELA-LITERACY.L.3.1.G**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

#### **CCSS.ELA-LITERACY.L.3.1.I**

Produce simple, compound, and complex sentences.

#### **CCSS.ELA-LITERACY.L.3.2**

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

#### **CCSS.ELA-LITERACY.L.3.2.C**

Use commas and quotation marks in dialogue.

#### **CCSS.ELA-LITERACY.L.3.2.D**

Form and use possessives.

### Operations & Algebraic Thinking

#### **CCSS.MATH.CONTENT.3.OA.C.7**

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

### Number & Operations in Base Ten

#### **CCSS.MATH.CONTENT.3.NBT.A.1**

Use place value understanding to round whole numbers to the nearest 10 or 100.

### Empowered Learner

#### **ISTE 1.1**

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

#### **ISTE 1.1.d**

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

### Digital Citizen

#### **ISTE 1.2**

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

#### **ISTE 1.2.a**

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

### Digital Citizen

#### **ISTE 1.2.b**

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

#### **ISTE 1.2.d**

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

### Knowledge Constructor

#### **ISTE 1.3**

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

#### **ISTE 1.3.a**

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

#### **ISTE 1.3.b**

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

### Creative Communicator

#### **ISTE 1.6**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

### Creative Communicator

#### **ISTE 1.6.a**

Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

#### **ISTE 1.6.b**

Students create original works or responsibly repurpose or remix digital resources into new creations.

### Earth's Systems

#### **NGSS 3-ESS2-1**

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

#### **NGSS 3-ESS2-2**

Obtain and combine information to describe climates in different regions of the world.

### Earth and Human Activity **NGSS 3-ESS3-1**

Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

### From molecules to Organisms: Structures and Processes

#### **NGSS 3-LS1-1**

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

### Biological Evolution: Unity and Diversity

#### **NGSS 3-LS4-1**

Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

#### **NGSS 3-LS4-3**

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

#### **NGSS 3-LS4-4**

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

### Heredity: Inheritance and Variation of Traits

#### **NGSS 3-LS3-1**

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

#### **NGSS 3-LS3-2**

Use evidence to support the explanation that traits can be influenced by the environment.

### Motion and Stability: Forces and Interactions

#### **NGSS 3-PS2-1**

Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

#### **NGSS 3-PS2-2**

Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.



### **Motion and Stability: Forces and Interactions**

#### **NGSS 3-PS2-3**

Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

#### **NGSS 3-PS2-4**

Define a simple design problem that can be solved by applying scientific ideas about magnets.

### **Continuity and Change**

#### **California 3.4**

Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

#### **California 3.4.1**

Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

#### **California 3.4.6**

Describe the lives of American heroes who took risks to secure our freedoms.

### **Communities around the World**

#### **New York 3.1**

Geographic regions have unifying characteristics and can be studied using a variety of tools.

#### **New York 3.1a**

Earth is comprised of water and large land masses that can be divided into distinct regions.



### Communities around the World

#### **New York 3.5**

Communities share cultural similarities and differences across the world.

#### **New York 3.5b**

Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

### 2nd Grade Standard Included in this Course

#### **CCSS.ELA-LITERACY.RF.2.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

#### **CCSS.ELA-LITERACY.RF.2.3.D**

Decode words with common prefixes and suffixes.