

## Table of Contents

### 3<sup>rd</sup> Grade Lessons

#### Week 1:

*\*Video lessons include additional literary standards. See below for specific standards.*

#### **English Language Arts**

Day 1: Nonfiction Text Structures

Day 2: Nonfiction Text Structures

Day 3: Nonfiction Text Structures

Day 4: Nonfiction Text Structures

Day 5: Nonfiction Text Structures and Author's Purpose

#### **Standards:**

- **RL MC Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
  - 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions
- **RL MC Standard 8:** Analyze characters, settings, events, and ideas as they develop and interact within a particular context
  - 8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
- **RI LCS Standard 11:** Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
- **RI P Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding.

#### **Math**

Day 1: Adding and Subtracting Whole Numbers to 1,000

Day 2: Multiplying One Digit Whole Numbers by Multiples of 10

Day 3: Reading and Writing Number in Standard form and Equations in Expanded Form

Day 4: Writing Equations in Expanded Form

Day 5: Writing Equations in Expanded Form

#### **Standards:**

- **3.NSBT.2:** Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations
- **3.NSBT.3:** Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations
- **3.NSBT.4** Read and write numbers through 999,999 in standard form and equations in expanded form
- **RI P Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding.

#### Week 2:

*\*Video lessons include additional literary standards. See below for specific standards.*

## English Language Arts

Day 6: Author's Use of Words and Phrases

Day 7: Using Appendices, Timelines, Maps, and Charts

Day 8: Author's Use of Words and Phrases

Day 9: Using Appendices, Timelines, Maps, and Charts

Day 10: Explain text features

### Standards:

- **RL MC Standard 7:** Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities
  - 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting
- **RI LCS Standard 8:** Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationship shape meaning and tone in print and multimedia texts.
- **RL LCS Standard 9:** Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
  - 9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
- **RL LCS Standard 11:** Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style
- **RI LCS Standard 11:** Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
- **RI P Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding.

## Math

Day 6: Comparing and Ordering Whole Numbers

Day 7: Comparing and Ordering Whole Numbers

Day 8: Comparing and Ordering Whole Numbers

Day 9: Understanding Fractions

Day 10: Understanding Fractions

### Standards:

- **3.NSBT.5:** Compare and order numbers through 999,999 and represent the comparison using the symbols  $>$ ,  $=$ , or  $<$ .
- **3.NSF.1:** Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.

### Week 3:

*\*Video lessons include additional literary standards. See below for specific standards.*

## English Language Arts

Day 11: Using Context Clues

Day 12: Determine the Meaning of Words and Phrases

Day 13: Determine the Meaning of Words and Phrases

Day 14: Spatial, Temporal Words and Phrases

Day 15: Word, and Phrases Nuances

### Standards:

- **RL MC Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
  - 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
- **RL LCS Standard 9:** Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
  - 9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
  - 9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
- **RI P Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding.
- **RI LCS Standard 8:** Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

### Math

Day 11: Representing Fractions on a Number Line

Day 12 Representing Fractions on a Number Line

Day 13: Explaining Equivalent fractions

Day 14: Representing Fraction Equivalence on a Number Line

Day 15: Writing Whole Numbers as Fractions

### Standards:

- **3.NSF.1** Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.
  - c. A fraction is a number that can be represented on a number line based on counts of a unit fraction
- **3.NSF.2** Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:
  - a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;
  - b. fraction equivalence can be represented using set, area, and linear models;

### Week 4:

*\*Video lessons include additional literary standards. See below for specific standards.*

### English Language Arts

Day 16: Author's Purpose  
Day 17: Author's Purpose  
Day 18: Author's Purpose  
Day 19: Author's Purpose  
Day 20: Author's Purpose

**Standards:**

- **RL MC Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
  - 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
- **Standard 6:** Summarize key details and ideas to support analysis of thematic development.
  - 6.1 Determine the theme by recalling key details that support the theme.
- **RL LCS Standard 9:** Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
  - 9.1: Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
- **RI LCS Standard 10:** Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.
- **RI LCS Standard 12:** Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
  - 12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.
- **RI P Standard 3:** Know and apply grade-level phonics and word analysis skills in decoding.

**Math**

Day 16: Writing Fractions as Whole Numbers  
Day 17: Comparing Fractions Through Reasoning  
Day 18: Understanding Mixed Numbers on a Number Line  
Day 19: Understanding Mixed Number on a Number Line  
Day 20: Understanding Mixed Numbers on an Number Line

**Standards:**

- **3.NSF.2** Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:
  - d. fractions with the same numerator or same denominator can be compared by reasoning
- **3.NSF.3** Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.