



Monday 11/10/2025	Tuesday 11/11/2025	Wednesday 11/12/2025	Thursday 11/13/2025	Friday 11/14/2025
Morning Routine 8:15am - 8:30am	Veterans Day Program @ 10	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am	Morning Routine 8:15am - 8:30am
ELA 8:30am - 9:45am U2 L4 D1	Morning Routine 8:15am - 8:30am	ELA 8:30am - 9:30am U2 L4 D3	ELA 8:30am - 9:45am U2 L4 D4	ELA 8:30am - 9:00am U2 L4 D5
<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read words with /ū/ spelled _ew and d_ue.</li> <li>spell dictated words with /ū/ correctly.</li> <li>build oral language skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>learn and apply the comprehension strategies Making Connections and Predicting.</li> <li>read the entire selection.</li> <li>learn new vocabulary words.</li> <li>focus prosody when reading fluently.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 121-122 on their own.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>build oral language skills.</li> <li>practice spelling words with /ū/ spelled _ew and d_ue.</li> <li>learn new high-frequency words.</li> <li>read a <i>Decodable Story</i>.</li> <li>build fluency.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>reread "Get the Facts" while digging deeper into the text.</li> <li>build fluency by reading with accuracy.</li> <li>review the selection vocabulary words.</li> <li>evaluate their conjecture for Inquiry and revise as needed.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>understand homographs and multiple-meaning words.</li> <li>build oral language skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>finish reading "Get the Facts."</li> <li>read and analyze poetry.</li> <li>review the selection vocabulary words.</li> </ul> <b>Assessment:</b> Students will independently complete skills practice pages 123-124, 127-128, and 131-132.	<b>Foundational Skills</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>will build oral language skills.</li> </ul> <b>Reading and Responding</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>read excerpts from "Get the Facts" to focus on Writer's Craft.</li> <li>answer questions to better understand the selection.</li> <li>build on the vocabulary they have learned this week.</li> <li>build fluency.</li> <li>read the social studies link.</li> </ul> <b>Assessment:</b> Students will complete skills practice pages 133-134 and the comprehension test on their own.	<p>We are ending our Lesson 4 today by taking our tests. We will review before taking the tests.</p> <b>Assessment:</b> Students will be assessed by taking their reading and vocabulary tests individually.
		<b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.	<b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.	<b>Intervention:</b> I will pull students for a small group lesson to work on the specific skills for this week.
		<b>Enrichment:</b> Students who are ready to move on can practice homographs with an activity.	<b>Enrichment:</b> Students who are ready to move on can practice homographs with an activity.	<b>Enrichment:</b> Students who finish their tests will go to prodigy and work within the reading section or they can read a book of their choice.
		<b>Standards</b>		<b>Standards</b> <b>3.RF.3.c</b> Decode multi-syllable words. <b>3.RF.4.b</b> Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. <b>3.L.1.j</b> Produce simple, compound,



the specific skills for this week.

**Enrichment:**  
Students who are ready to move on can write their vocab words in their planners. They will then find the definitions of their words in their books.

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.5.b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
**3.L.5.c** Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).  
**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.  
**3.RF.3.c** Decode multi-syllable words.

Math 9:45am - 10:45am

**5.3**

Lesson 5.3 Use Properties to Multiply by 4 discussion and

125-126 on their own.

**Intervention:**  
I will pull students for a small group lesson to work on the specific skills for this week.

**Enrichment:**  
Students who are ready to move on can reread through their decodable reader to practice their fluency and expression.

**Standards**  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas

**3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.  
**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  
**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.  
**3.RF.4.a** Read grade-level text with purpose and understanding.  
**3.RF.4.b** Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.  
**3.RF.3.c** Decode multi-syllable words.  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**3.L.1.j** Produce

Students who are ready to move on can practice their vocabulary words on Vocab A-Z.

**Standards**  
**3.L.1.j** Produce simple, compound, and complex sentences  
**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.  
**3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.  
**3.RL.3** Describe characters in a story and explain how their actions contribute to the plot.  
**3.RL.6** The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.  
**3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

and complex sentences  
**3.L.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

Computers 9:00am - 9:30am

Choir 9:35am - 10:00am

Math 10:00am - 10:45am

**x4**

Students will be using their new skills with the math fact 4 to answer equations in order to complete a coloring page of an airplane. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.

Opener: Multiplication on Mash Up Song 0, 1, 10, 2, 5, 3, 4s

Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 4 as a factor.

Intervention: Discuss strategies used/needed to determine unknown answers to



<p>practice problems. At the end of class, students will have an opportunity to take a timed test. They must pass twice a week to move on to the next fact.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4s</p> <p>Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 4 as a factor.</p> <p>Intervention: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (6s) and/or math wrap ups and/or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test &amp; Whole Group Discussion</p> <p><b>Standards</b></p>	<p>precisely.</p> <p><b>3.RL.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Math 9:45am - 10:45am</p> <p><b>5.3 Additional Practice</b></p> <p>Lesson 5.3 Use Properties to Multiply by 4 At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4s</p> <p>Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 4 as a factor.</p> <p>Intervention: Discuss strategies used/needed to determine unknown answers to multiplication equations (array, repeated addition, number lines).</p>	<p>simple, compound, and complex sentences</p> <p><b>3.L.5.b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>Choir 9:35am - 10:00am</p> <p>Math 10:00am - 10:45am</p> <p><b>x4 Practice</b></p> <p>Students will complete various worksheets where they will practice multiplying by the factor 4. At the beginning of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact. 3.2</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4s</p> <p>Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 4 as a factor.</p> <p>Intervention: Discuss strategies used/needed to determine unknown answers to multiplication</p>	<p><b>3.RF.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>3.RF.4.b</b> Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>Math 9:45am - 10:45am</p> <p><b>x4 Task Cards</b></p> <p>Students will be completing a worksheet all about the math fact 4. At the end of class, students will have an opportunity to take a timed test. They need to pass twice in a week to move onto the next fact.</p> <p>Opener: Multiplication Mash Up Song 0, 1, 10, 2, 5, 3, 4s</p> <p>Objective: Use the distributive property to break apart unknown facts with 3 as a factor. As well as, gain fluency in multiplication when using 4 as a factor.</p> <p>Intervention: Discuss strategies used/needed to determine unknown answers to multiplication equations (array,</p>	<p>multiplication equations (array, repeated addition, number lines).</p> <p>Extension: Move onto the next math fact (6s) and/or math wrap ups and/or math sleeve practice.</p> <p>Assignment/ Assessment/ Closure: 5 Min Timed Test &amp; Color By Number WS</p> <p><b>Standards</b></p> <p><b>3.OA.7</b> Multiply and divide within 100.</p> <p><b>3.OA.7.b</b> Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, and accurately) for all products of two one-digit numbers.</p> <p><b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <p><b>3.OA.3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the</p>
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**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

**3.OA.7** Multiply and divide within 100.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

Tier II/III Math

Extension: Move onto the next math fact (6s) and/or math wrap ups and/or math sleeve practice.

Assignment/  
Assessment/  
Closure: 5 Min  
Timed Test & page 83 #9-13, 14, 15, and 17 extra credit

**Standards**

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

**3.OA.7** Multiply and divide within 100.

**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the

equations (array, repeated addition, number lines).

Extension: Move onto the next math fact (6s) and/or math wrap ups and/or math sleeve practice.

Assignment/  
Assessment/  
Closure: 5 Min  
Timed Test & Additional Practice WS

**Standards**

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.5** Apply

repeated addition, number lines).

Extension: Move onto the next math fact (6s) and/or math wrap ups and/or math sleeve practice.

Assignment/  
Assessment/  
Closure: 5 Min  
Timed Test & Additional Practice WS

**Standards**

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.5** Apply properties of

unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

Tier II/III Math  
10:45am - 11:15am

Lunch 11:20am - 11:45am

Recess 11:45am - 12:10pm

Bathroom/Drink Break  
12:10pm - 12:15pm

Tier III Reading  
12:15pm - 12:45pm

Journals 12:45pm - 12:55pm

Tier II Reading  
12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

**Language Arts Objectives:**

- review using a graphic organizer to help plan and organize writing.
- identify the audience and purpose of their writing.
- learn about using visual elements to



10:45am - 11:15am
Lunch 11:20am - 11:45am
Recess 11:45am - 12:10pm
Bathroom/Drink Break 12:10pm - 12:15pm
Tier III Reading 12:15pm - 12:45pm
Journals 12:45pm - 12:55pm
Tier II Reading 12:55pm - 1:25pm

Social Science  
1:25pm - 1:55pm

Social Studies

Unit 5  
Geography of the United States  
Week 17: Physical Characteristics of the United States

**Objective:**  
Students will locate the physical characteristics of North America on a map.

**Assessment:** Students will take the week 17 assessment on the computer.

**Intervention:** For students who need help reading the test, they can come to the back table to have it read aloud to them.

**Extension:** When students answer questions correctly,

unknown number to represent the problem.

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

Tier II/III Math 10:45am - 11:15am
Lunch 11:20am - 11:45am
Recess 11:45am - 12:10pm
Bathroom/Drink Break 12:10pm - 12:15pm
Guidance 12:25pm - 12:55pm
Tier II Reading 12:55pm - 1:25pm

ELA 1:25pm - 1:40pm

Language Arts Objectives:

- review their drafts in writers' conferences and receive feedback.
- learn about revising to use formal language.
- revise their informative/explanatory texts.

**Standards**

**3.W.5** With guidance and support from peers and adults,

properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

**3.OA.7** Multiply and divide within 100.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

**3.OA.7.a** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations.

Tier II/III Math 10:45am - 11:15am
Lunch 11:20am - 11:45am
Recess 11:45am - 12:10pm
Bathroom/Drink Break 12:10pm - 12:15pm
Tier III Reading 12:15pm - 12:45pm
Journals 12:45pm - 12:55pm
Tier II Reading 12:55pm - 1:25pm
ELA 1:25pm - 1:40pm

Language Arts Objectives:

operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)

**3.OA.7** Multiply and divide within 100.

**3.OA.7.b** Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

Tier II/III Math 10:45am - 11:15am
Lunch 11:20am - 11:45am
Recess 11:45am - 12:10pm
Bathroom/Drink Break 12:10pm - 12:15pm
Tier III Reading 12:15pm - 12:45pm
Journals 12:45pm - 12:55pm
Tier II Reading 12:55pm - 1:25pm

Social Science  
1:25pm - 1:55pm

Science

Weather Lesson 1 Water and Weather

We will read pages 94 - 97 together and answer questions as we get to them. We will start the lab and continue to work on it every ten minutes as we read.

enhance a written text.

- choose a topic and begin gathering facts from a source.
- plan informative/explanatory texts using a graphic organizer
- review pronouns.

**Standards**

**3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

**3.L.1.g** Ensure subject-verb and pronoun-antecedent agreement.

**3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**3.SL.1.d** Explain their own ideas and understanding in light of the discussion.

Handwriting 1:40pm - 1:55pm
PM Recess 1:55pm - 2:10pm
Social Science 2:10pm - 2:45pm
Social Studies
<u>Unit 5</u> <u>Geography of</u>



they earn coins that they can use to play the games on the Studies Weekly website.

#### Standards

**3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

**3.SS.1.A** The student can correctly use terms related to time periods or dates in history, including: decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

**3.SS.2** The student demonstrates knowledge of American and South Dakota geography.

**3.SS.2.A** The student locates on a map and describes the features of America's physical geography, including: ocean coastlines- Gulf of Mexico- Hudson River- Appalachian Mountains- Ohio River- Great Lakes- Niagara Falls- Mississippi River- local geography

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Library 2:45pm - 3:15pm

ELA

develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

#### Science

#### Weather Lesson 1 Water and Weather

We will read pages 90 - 93 together and answer questions as we get to them. We will start the lab and continue to work on it every ten minutes as we read.

**Objective:** Students will predict how long it will take for water to change from a liquid to a gas at room temperature.

**Assessment:** Students will write down their findings from their experiment in their science books.

**Intervention:** I will be walking around the room helping

- learn about correcting verb tenses.
- use proofreading marks and a checklist to edit their informative/ explanatory texts.
- learn about pronouns.
- review spelling words

#### Standards

**3.L.1.e** Form and use regular and irregular verbs.

**3.L.1.g** Ensure subject-verb and pronoun-antecedent agreement.

Handwriting 1:40pm - 1:55pm

PM Recess 1:55pm - 2:10pm

Social Science  
2:10pm - 2:45pm

#### Social Studies

**Unit 5**  
**Geography of the United States**  
**Week 18: Human Characteristics of the United States**

**Objective:** Students will locate the human characteristics of North America on a map.

**Assessment:** Students will

**Objective:** Students will explain how water affects the weather.

**Assessment:** Students will complete the lesson 1 check on their own.

**Intervention:** I will be walking around the room helping groups by giving further instructions if needed.

**Extension:** When students finish their experiment and their writing, they can try the Mini Games online.

#### Standards

**3-ESS2-1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns)

PM Recess 1:55pm - 2:10pm

PE 2:15pm - 2:45pm

Art 2:45pm - 3:15pm

ELA

#### Language Arts

#### Objectives:

- publish their informative/ explanatory text.
- evaluate their informative/ explanatory

#### the United States

#### **Week 18: Human Characteristics of the United States**

#### **Objective:**

Students will locate the human characteristics of North America on a map.

#### **Assessment:**

Students will answer questions after reading the articles we covered in class. ("Regions of the United States" whole inside of the packet)

#### **Intervention:**

Students who need help reading the test can come to the back table to have it read aloud to them.

**Extension:** When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

#### Standards

**3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

**3.SS.1.A** The





## Language Arts

### Objectives:

- evaluate their writing plans with partners and receive feedback.
- set writer's goals for the informative/explanatory text.
- learn about formal and informal language.
- begin drafting their informative/explanatory texts.
- learn about /o?o/ spelling patterns and homographs/multiple-meaning words.

### Standards

- 3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- 3.W.2.b** Develop the topic with facts, definitions, and details.
- 3.W.2.d** Provide a conclusion.
- 3.L.2.e** Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

groups by giving further instructions if needed.

**Extension:** When students finish their experiment and their writing, they can try the Mini Games online.

### Standards

- 3-ESS2-1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns)

Study Hall/End of Day  
Routines 2:45pm - 3:15pm

answer questions after reading the articles we covered in class. ("Human Characteristics")

### Intervention:

Students who need help reading the test can come to the back table to have it read aloud to them.

**Extension:** When students answer questions correctly, they earn coins that they can use to play the games on the Studies Weekly website.

### Standards

- 3.SS.1** Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.
- 3.SS.1.A** The student can correctly use terms related to time periods or dates in history, including: decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.
- 3.SS.2** The student demonstrates knowledge of American and South Dakota geography.
- 3.SS.2.B** The student locates on a map all fifty states in America.
- 3.SS.2.C** The

texts based on writer's goals.

- review pronouns.

### Standards

- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.L.1.b** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

student can correctly use terms related to time periods or dates in history, including: decade- century- millennium- 1700s, 1800s, etc.- 1492, 1776, etc.

**3.SS.2** The student demonstrates knowledge of American and South Dakota geography.

**3.SS.2.B** The student locates on a map all fifty states in America.

**3.SS.2.C** The student locates on a map the major regions of the United States, including: - New England - The East Coast - The Great Lakes - The Great Plains - The Mid-Atlantic - The Midwest - The Pacific Northwest - The South - The Southwest - The West Coast - Alaska - Hawaii

**3.SS.2.D** The student locates New York City and Philadelphia on a map and spells their names correctly.

**3.SS.2.E** The student locates Washington, D.C. on a map and identifies it as our nation's capital.

Study Hall/End of Day  
Routines 2:45pm - 3:15pm



student locates on a map the major regions of the United States, including: - New England - The East Coast - The Great Lakes - The Great Plains - The Mid-Atlantic - The Midwest - The Pacific Northwest - The South - The Southwest - The West Coast - Alaska - Hawaii

**3.SS.2.D** The student locates New York City and Philadelphia on a map and spells their names correctly.

**3.SS.2.E** The student locates Washington, D.C. on a map and identifies it as our nation's capital.

Study Hall/End of Day  
Routines 2:45pm -  
3:15pm