

GRADE 3 SCIENCE

expectation	PLT activities
SCIENCE AS INQUIRY	
The Ability to do Scientific Inquiry	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1)	4-Sounds Around 20-Environmental Exchange Box 21-Adopt a Tree 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 61-The Closer You Look 64-Looking at Leaves 70-Soil Stories 76-Tree Cookies 78-Signs of Fall
2. Pose questions that can be answered by using students’ own observations, scientific knowledge, and testable scientific investigations (SI-E-A1)	4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories 77-Trees in Trouble
3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2)	4-Sounds Around 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories 77-Trees in Trouble
4. Predict and anticipate possible outcomes (SI-E-A2)	4-Sounds Around 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories
5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2)	4-Sounds Around 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories

<p>6. Use the five senses to describe observations (SI-E-A3)</p>	<p>4-Sounds Around 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories</p>
<p>7. Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units (SI-E-A4)</p>	<p>21-Adopt a Tree 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)</p>	<p>21-Adopt a Tree 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble</p>
<p>9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)</p>	<p>4-Sounds Around 21-Adopt a Tree 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>10. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5)</p>	<p>4-Sounds Around 21-Adopt a Tree 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>11. Use a variety of appropriate formats to describe procedures and to express ideas</p>	<p>21-Adopt a Tree</p>

about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6)	24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies
12. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)	21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies
Understanding Scientific Inquiry	
13. Identify questions that need to be explained through further inquiry (SI-E-B1)	4-Sounds Around 21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies
14. Distinguish between what is known and what is unknown in scientific investigations (SI-E-B1)	4-Sounds Around 21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 77-Trees in Trouble
15. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)	21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies

16. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5)	4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories
17. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)	4-Sounds Around 21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories
PHYSICAL SCIENCE	
Properties of Objects and Matter	
18. Compare and classify objects on properties determined through experimentation (e.g., ability to conduct electricity, tendency to float or sink in water) (PS-E-A1)	6-Picture This 43-Have Seeds Will Travel
19. Select the appropriate metric system and U.S. system tools for measuring length, width, temperature, volume, and mass (PS-E-A2)	16-Pass the Plants Please 21-Adopt a Tree 48-Field, Forest, Stream
20. Measure temperature by using Fahrenheit and Celsius thermometers and compare results (PS-E-A2)	46-Field, Forest, Stream
21. Compare common objects and identify the original material from which they are made (e.g., paper, pencil, comb) (PS-E-A3)	13-We All Need Trees 51-Make Your Own Paper 82-Resource Go Round
22. Investigate and explain conditions under which matter changes physical states: heating, freezing, evaporating, condensing, boiling (PS-E-A4)	
Position and Motion of Objects	
23. Demonstrate how force is a <i>push</i> or a <i>pull</i> by using students' bodies, toy cars, or balls (PS-E-B2)	
24. Explain how the amount and direction of force exerted on an object (e.g., push, pull, friction, gravity) determine how much the object will move (PS-E-B2)	
25. Observe and analyze motion and position of objects over time (e.g., shadows, apparent path of the Sun across the sky) (PS-E-B3)	
26. Explain the effect of varying amounts of force on the motion of an object (PS-E-B4)	
Forms of Energy	
27. Use the words <i>high/low</i> to compare the pitch of sound and the words <i>loud/soft</i> to	4-Sounds Around

compare the volume (amplitude) of sound (PS-E-C1)	
28. Describe the reflection/absorption properties of various colored objects (PS-E-C2)	78-Signs of Fall
29. Determine which materials insulate best by using experimental data (PS-E-C3)	
30. Demonstrate and explain the movement of electricity in closed and open circuits (PS-E-C4)	
31. Compare and describe the common forms of energy and explain how they are used in everyday life (e.g., light, electricity, heat, mechanical) (PS-E-C6)	39-Energy Sleuths 53-On the Move
32. Give examples of how energy can be used to move or lift objects (PS-E-C6)	53-On the Move
33. Identify simple machines and the tasks they make possible (PS-E-C6)	
LIFE SCIENCE	
Characteristics of Organisms	
34. Describe what the human body needs to grow and be healthy (LS-E-A1)	
35. Compare structures (parts of the body) in a variety of animals (e.g., fish, mammals, reptiles, amphibians, birds, insects) (LS-E-A3)	6-Picture This
36. Compare structures (e.g., roots, leaves, stems, flowers, seeds) and their functions in a variety of plants (LS-E-A3)	41-How Plants Grow 42-Sunlight and Shades of Green 43-Have Seeds will Travel
37. Describe how plant structures enable the plant to meet its basic needs (LS-E-A3)	27-Every Tree for Itself 41-How Plants Grow 42-Sunlight and Shades of Green 43-Have Seeds will Travel 62-To Be a Tree 63-Tree Factory 76-Tree Cookies 79-Tree Lifecycle
38. Classify groups of organisms based on common characteristics (LS-E-A4)	6-Picture This
39. Compare organisms from different groups (e.g., birds with mammals, terrestrial plants with aquatic plants) (LS-E-A4)	6-Picture This
40. Explain how the organs of the digestive system function (LS-E-A5)	
41. Describe how the components of the skeletal system function (LS-E-A5)	
42. Describe the relationship between eating habits and maintaining a healthy body (LS-E-A6)	16-Pass the Plants, Please
43. Identify a meal that includes	16-Pass the Plants, Please

representatives from each group of the food pyramid (LS-E-A6)	
Life Cycles of Organisms	
44. Graph, analyze, and interpret personal and class data (LS-E-B4)	95-Did You Notice?
Earth and Space Science	
Properties of Earth Materials	
45. Recognize and describe that rock is composed of different combinations of minerals (ESS-E-A1) (ESS-E-A5)	
46. Describe earth processes that have affected selected physical features in students' neighborhoods (e.g., rusting, weathering, erosion) (ESS-E-A1)	95-Did You Notice?
47. Describe the difference between weather and climate (ESS-E-A2)	
48. Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff) (ESS-E-A3)	44-Water Wonders
49. Describe climate patterns from recorded weather conditions over a period of time (ESS-E-A4)	
50. Compare and group common rocks according to their characteristics (i.e., igneous, metamorphic, sedimentary) (ESS-E-A5)	
51. Identify and compare the components found in soil (ESS-E-A6) (ESS-E-A1)	8-Forest of S.T. Shrew 24-Nature's Recyclers 48-Field, Forest, Stream 70-Soil Stories
52. Identify characteristics of selected fossils and explain how fossil records are used to learn about the past (ESS-E-A7)	
Objects in the Sky	
53. Identify, in order, the planets of the solar system (ESS-E-B1)	
54. Describe the patterns of apparent change in the position of the Sun (ESS-E-B2)	
55. Explain the results of the rotation and revolution of Earth (e.g., day and night, year) (ESS-E-B4)	
56. Compare shadow direction and length at different times of day and year (ESS-E-B4)	
Science and the Environment	
57. Describe the interrelationships of <i>living (biotic)</i> and <i>nonliving (abiotic)</i> components within various ecosystems (e.g., terrarium, swamp, backyard) (SE-E-A1)	7-Habitat Pen Pals 8-The Forest of S.T. Shrew 22-Trees as Habitats 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream

	70-Soil Stories 80-Nothing Succeeds Like Succession
58. Describe how humans have had negative and positive effects on organisms and their environments (SE-E-A3) (SE-E-A5)	4-Sounds Around 7-Habitat Pen Pals 8-The Forest of S. T. Shrew 21-Adopt a Tree 22-Trees as Habitats 28-Air Plants 36-Pollution Search 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 77-Trees in Trouble 81-Living With Fire
59. Classify manufactured products according to the natural resources from which they are made (e.g., copper wire from copper ore, plastic from petroleum) (SE-E-A4)	13-We All Need Trees 16-Pass the Plants, Please 51-Make Your Own Paper
60. Explain how renewable and nonrenewable resources can be replenished or depleted (SE-E-A4)	14-Renewable or Not 39-Energy Sleuths 89-Trees for Many Reasons
61. Explain how selected animals once classified as endangered have recovered (SE-E-A5)	88-Life on the Edge
62. Identify animals in Louisiana that have recovered and that are no longer considered endangered (SE-E-A5)	88-Life on the Edge

GRADE 3 SOCIAL STUDIES

expectation	PLT activities
Geography	
The World in Spatial Terms	
1. Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)	4-Sounds Around 55-Planning the Ideal Community
2. Differentiate between a bar, pictograph, and circle graph (G-1A-E1)	
3. Interpret a graph, chart, and diagram (G-1A-E2)	
4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)	53-On the Move 95-Did You Notice?
5. Locate major geographic features of Louisiana on a map (G-1A-E2)	
6. Construct a chart, line graph, or diagram to display geographical information (G-1A-E3)	
7. Sketch a simple map of Louisiana from	

memory (mental map) (G-1A-E3)	
8. Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3)	4-Sounds Around 53-On the Move
Places and Regions	
9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)	
10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)	74-People, Places, Things
11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)	95-Did You Notice?
12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)	20-Environmental Exchange Box
Physical and Human Systems	
13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)	
14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)	55-Planning the Ideal Community 95-Did You Notice?
15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)	95-Did You Notice?
16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)	20-Environmental Exchange Box 74-People, Places, Things
17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)	20-Environmental Exchange Box 55-Planning the Ideal Community 74-People, Places, Things
18. Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)	
Environment and Society	
19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)	36-Pollution Search 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 74-People, Places, Things 55-Planning the Ideal Community
20. Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)	30-Three Cheers for Trees 74-People, Places, Things
21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)	20-Environmental Exchange Box 30-Three Cheers for Trees 51-Make Your Own Paper

	55-Planning the Ideal Community
CIVICS	
Structure and Purpose of Government	
22. Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1)	87-Earth Manners
23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)	55-Planning the Ideal Community
24. Describe major responsibilities of state government (C-1A-E4)	
25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)	
26. Explain how government officials at the state and national levels are elected (C-1A-E6)	
27. Define <i>laws</i> and explain the difference between <i>laws</i> and <i>rules</i> (C-1A-E7)	55-Planning the Ideal Community 87-Earth Manners
Foundations of American Political Systems	
28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)	74-People, Places, Things 55-Planning the Ideal Community 87-Earth Manners
Roles of Citizens	
29. Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)	87-Earth Manners
30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)	74-People, Places, Things 55-Planning the Ideal Community 87-Earth Manners
ECONOMICS	
Fundamental economic concepts	
31. Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)	32-A Forest of Many Uses 39-Energy Sleuths
32. Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)	
33. Explain reasons why people save money (E-1A-E3)	
34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)	32-A Forest of Many Uses 39-Energy Sleuths
35. Describe ways in which people are producers and consumers and why they	51-Make Your Own Paper

depend on one another (e.g., in the school and/or in the community). (E-1A-E5)	
36. Identify examples of natural, human, and capital resources used to produce goods and services (E-1A-E6)	13-We All Need Trees 51-Make Your Own Paper
37. Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)	34-Who Works in This Forest? 51-Make Your Own Paper
38. Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)	34-Who Works in This Forest?
39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)	13-We All Need Trees 51-Make Your Own Paper
40. Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)	
41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)	13-We All Need Trees
Individuals, Households, Businesses and Government	
42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)	51-Make Your Own Paper
43. Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)	
44. Identify services provided by the state government (E-1B-E4)	55-Planning the Ideal Community
45. Identify major goods and services produced in Louisiana (E-1B-E5)	13-We All Need Trees 20-Environmental Exchange Box 51-Make Your Own Paper
HISTORY	
Historical Thinking Skills	
46. Complete a timeline based on given information (H-1A-E1)	76-Tree Cookies 95-Did You Notice?
47. Use information in a map, table, or graph to describe the past (H-1A-E3)	95-Did You Notice?
48. Identify primary and secondary sources (H-1A-E3)	
49. Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)	95-Did You Notice?
Families and Communities	
50. Describe family life at a given time in history and compare it with present-day family	95-Did You Notice?

life (H-1B-E1)	
51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)	95-Did You Notice?
Louisiana and United States History	
52. Identify and describe early settlers in Louisiana (H-1C-E1)	
53. Identify people and their influence in the early development of Louisiana (H-1C-E1)	
54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)	76-Tree Cookies
55. Identify and describe the significance of various state and national landmarks and symbols (H-1C-E2)	
56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)	
57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)	5-Poet-Tree
World History	
58. Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)	
59. Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)	

GRADE 3 MATH

expectations	PLT activities
NUMBERS AND NUMBER RELATIONS	
1. Model, read, and write place value in word, standard, and expanded form for numbers through 9999 (N-1-E)	
2. Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <, =, >) and models (N-1-E) (N-3-E)	
3. Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths (N-1-E) (N-2-E)	
4. Use the concepts of associative and commutative properties of multiplication to simplify computations (N-4-E) (N-7-E)	
5. Recognize and model multiplication as a rectangular array or as repeated addition (N-4-E) (N-7-E)	
6. Recognize and model division as separating	

quantities into equal subsets (fair shares) or as repeated subtraction (N-4-E) (N-7-E)	
7. Recognize and apply multiplication and division as inverse operations (N-4-E)	
8. Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, −, x, ÷) to solve real-life situations (N-5-E) (N-6-E) (N-9-E)	4-Sounds Around 16-Pass the Plants, Please 22-Trees as Habitats 25-Birds and Worms 28-Air Plants 53-On the Move
9. Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s] (N-6-E) (N-4-E)	
10. Calculate the value of a combination of bills and coins and make change up to \$5.00 (N-6-E) (M-1-E) (M-5-E)	
11. Add and subtract numbers of 3 digits or less (N-6-E) (N-7-E)	16-Pass the Plants, Please 22-Trees as Habitats 25-Birds and Worms 28-Air Plants 53-On the Move
12. Round to the nearest 1000 and identify situations in which such rounding is appropriate (N-7-E) (N-9-E)	
13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve addition and subtraction problems (N-8-E) (N-9-E)	4-Sounds Around 16-Pass the Plants, Please 22-Trees as Habitats 25-Birds and Worms 28-Air Plants 53-On the Move
ALGEBRA	
14. Use the symbols <, >, and ≠ to express inequalities (A-1-E)	
15. Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations (A-1-E)	
16. Use number sentences to represent real-life problems involving multiplication and division (A-1-E) (N-4-E)	
17. Analyze and describe situations where proportional trades or correspondences are required (e.g., trade 2 pieces of candy for 3 pieces of gum, make equivalent actions on pans to keep balance scale in equilibrium, plan for the number of pieces of bread needed for x sandwiches) (A-1-E)	16-Pass the Plants, Please 27-Every Tree for Itself 28-Air Plants
18. Use letters as variables in mathematical statements that represent real-life problems (e.g., $2 \times n = 8$) (A-2-E)	16-Pass the Plants, Please 27-Every Tree for Itself 28-Air Plants 67-How Big is Your Tree? 70-Soil Stories
MEASUREMENT	

19. Measure length to the nearest yard, meter, and half-inch (M-1-E)	21-Adopt a Tree 22-Trees as Habitats 41-How Plants Grow 28-Air Plants 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 67-How Big is Your Tree? 77-Trees in Trouble
20. Measure capacity using pints and gallons (M-1-E)	16-Pass the Plants Please 77-Trees in Trouble
21. Measure weight using grams and ounces (M-1-E)	
22. Find the perimeter of a geometric shape given the length of its sides (M-1-E)	
23. Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles (M-1-E)	
24. Find elapsed time involving hours and minutes, without regrouping, and tell time to the nearest minute (M-1-E) (M-5-E)	
25. Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton) (M-2-E)	4-Sounds Around 16-Pass the Plants, Please 21-Adopt a Tree 22-Trees as Habitats 25-Birds and Worms 27-Every Tree for Itself 28-Air Plants 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 53-On the Move 67-How Big is Your Tree? 70-Soil Stories 77-Trees in Trouble 80-Nothing Succeeds Like Succession
26. Order a set of measures within the same system (M-3-E)	41-How Plants Grow 47-Are Vacant Lots Vacant?
27. Compare U.S. and metric measurements using approximate reference points without using conversions (e.g., a meter is longer than a yard) (M-3-E) (M-4-E)	
28. Estimate length, weight/mass, and capacity (M-3-E)	
GEOMETRY	
29. Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism) (G-2-E) (G-1-E) (G-4-E)	
30. Apply concepts of congruence, similarity, and symmetry in real-life situations (G-2-E)	1-The Shape of Things

31. Draw or reconstruct figures from visual memory or verbal descriptions (G-3-E)	1-The Shape of Things 20-Environmental Exchange Box
32. Recognize and execute specified flips, turns, and slides of geometric figures using manipulatives and correct terminology (including <i>clockwise</i> and <i>counterclockwise</i>) (G-3-E)	
33. Construct and draw rectangles (including squares) with given dimensions (e.g., grid paper, square tiles) (G-4-E)	
34. Fold a 2-dimensional net into a 3-dimensional object (G-4-E) (G-1-E)	
35. Identify, give properties of, and distinguish among points, lines, line segments, planes, rays, and angles (G-5-E)	
36. Identify and draw segments, rays, and lines that are perpendicular, parallel, and intersecting (G-5-E)	
37. Identify, describe, and draw intersecting, horizontal, vertical, parallel, diagonal, and perpendicular lines, rays, and right angles in the real world (G-5-E) (G-6-E)	
38. Find the length of a path (that does not include diagonals) between two points on a grid (G-6-E)	
DATA ANALYSIS, PROBABILITY AND DISCRETE MATH	
39. Identify categories and sort objects based on qualitative (categorical) and quantitative (numerical) characteristics (D-1-E)	1-The Shape of Things 6-Picture This 13-We All Need Trees 25-Birds and Worms 64-Looking at Leaves
40. Read, describe, and organize a two-circle Venn diagram (D-1-E) (D-2-E)	
41. Explain the word <i>average</i> and use it appropriately in discussing what is “typical” of a data set (D-1-E)	
42. Match a data set to a graph, table, or chart and vice versa (D-2-E)	16-Pass the Plants Please 22-Trees as Habitats 25-Birds and Worms 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 80-Nothing Succeeds Like Succession
43. Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements) (D-3-E)	
44. Discuss chance situations in terms of <i>certain/impossible</i> and <i>equally likely</i> (D-5-E)	
45. Use manipulatives to discuss the probability of an event (e.g., number cubes, spinners to determine what is most likely or least likely) (D-5-E)	
PATTERNS, RELATIONS, AND FUNCTIONS	
46. Identify and model even and odd numbers with objects, pictures, and words (P-1-E)	

47. Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns) (P-1-E) (P-2-E)	
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GRADE 3 LANGUAGE ARTS

Grade level expectations	PLT activities
Reading and Responding	
Standard 1:	
1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)	
2. Decode similar words (e.g., <i>supper</i> vs. <i>super</i>) using knowledge of basic syllabication rules (ELA-1-E1)	
3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)	
4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)	
5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)	
6. Determine meanings of unfamiliar words using a variety of strategies, including: knowledge of common antonyms, synonyms, homonyms, and homographs, use of context clues, identification of base words and root words (ELA-1-E1)	
7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)	
8. Identify story elements including: theme, conflict, and character traits, feelings, and motivation (ELA-1-E4)	4-Sounds Around 8-The Forest of St. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
9. Identify literary devices, including idioms and personification (ELA-1-E4)	4-Sounds Around 8-The Forest of St. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search

	<p>78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons</p>
<p>10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 13-We All Need Trees 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 49-Tropical Treehouse 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons</p>
<p>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 13-We All Need Trees 16-Pass the Plants, Please 18-The Tale of the Sun 22-Trees as Habitats 31-Plant a Tree 36-Pollution Search 49-Tropical Treehouse 78-Signs of Fall 80-Nothing Succeeds Like Succession 87-Earth Manners 89-Trees for Many Reasons</p>
<p>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)</p>	
<p>13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)</p>	<p>13-We All Need Trees 16-Pass the Plants, Please 31-Plant a Tree 78-Signs of Fall 87-Earth Manners</p>
<p>Standard 6:</p>	
<p>14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)</p>	
<p>15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons</p>

<p>16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons</p>
<p>Standard 7:</p>	
<p>17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies (ELA-7-E1)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 13-We All Need Trees 16-Pass the Plants, Please 18-The Tale of the Sun 22-Trees as Habitats 31-Plant a Tree 36-Pollution Search 49-Tropical Treehouse 78-Signs of Fall 80-Nothing Succeeds Like Succession 87-Earth Manners 89-Trees for Many Reasons</p>
<p>18. Explain chosen solutions to problems in texts (ELA-7-E2)</p>	
<p>19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 13-We All Need Trees 16-Pass the Plants, Please 18-The Tale of the Sun 31-Plant a Tree 36-Pollution Search 49-Tropical Treehouse 78-Signs of Fall 80-Nothing Succeeds Like Succession 87-Earth Manners 89-Trees for Many Reasons</p>
<p>20. Explain the author's viewpoint using information from the text (ELA-7-E3)</p>	<p>4-Sounds Around 8-The Forest of St. Shrew 13-We All Need Trees 16-Pass the Plants, Please 18-The Tale of the Sun 31-Plant a Tree 36-Pollution Search 49-Tropical Treehouse 78-Signs of Fall 80-Nothing Succeeds Like Succession 87-Earth Manners</p>

	89-Trees for Many Reasons
21. Apply basic reasoning skills (ELA-7-E4)	4-Sounds Around 8-The Forest of St. Shrew 13-We All Need Trees 16-Pass the Plants, Please 18-The Tale of the Sun 31-Plant a Tree 36-Pollution Search 49-Tropical Treehouse 78-Signs of Fall 80-Nothing Succeeds Like Succession 87-Earth Manners 89-Trees for Many Reasons
Writing Standard 2:	
22. Write compositions of two or more paragraphs that are organized with the following: a central idea; a logical, sequential order; supporting details that develop ideas; and transitional words within and between paragraphs (ELA-2-E1)	7-Habitat Pen Pals 18-Tale of the Sun 54-I'd Like to Visit a Place Where...
23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)	7-Habitat Pen Pals 18-Tale of the Sun 54-I'd Like to Visit a Place Where...
24. Develop compositions of two or more paragraphs using writing processes (ELA-2-E3)	7-Habitat Pen Pals 18-Tale of the Sun 54-I'd Like to Visit a Place Where...
25. Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)	7-Habitat Pen Pals 18-Tale of the Sun 54-I'd Like to Visit a Place Where...
26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)	7-Habitat Pen Pals 18-Tale of the Sun
27. Write for various purposes, including: informal letters using appropriate letter format and book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)	7-Habitat Pen Pals 18-Tale of the Sun 54-I'd Like to Visit a Place Where...
Writing/Proofreading Standard 3:	
28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)	
29. Use standard English punctuation, including: commas to separate phrases in a series and commas to separate parts of addresses (ELA-3-E2)	5-Poet-Tree 7-Habitat Pen Pals 18-Tale of the Sun 39-Energy Sleuths 54-I'd Like to Visit a Place Where...

30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)	
31. Write using standard English structure and usage, including: avoiding run-on sentences, using verbs in the future tense and making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)	5-Poet-Tree 7-Habitat Pen Pals 18-Tale of the Sun 39-Energy Sleuths 54-I'd Like to Visit a Place Where...
32. Apply knowledge of parts of speech in writing, including: using standard future verb tenses; using a variety of conjunctions, such as <i>although</i> , <i>since</i> , <i>until</i> , and <i>while</i> , in constructing sentences; using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions; identifying and using irregular plural nouns correctly; using first-, second-, and third-person pronouns correctly; selecting and using adverbs that modify according to time, place, manner, and degree; and identifying and using irregular verb tenses (ELA-3-E4)	5-Poet-Tree 7-Habitat Pen Pals 18-Tale of the Sun 39-Energy Sleuths 54-I'd Like to Visit a Place Where...
33. Spell grade-appropriate words, including: multisyllabic words made up of both base words and roots and common prefixes and suffixes, compound words and common homophones (ELA-3-E5)	5-Poet-Tree 7-Habitat Pen Pals 18-Tale of the Sun 39-Energy Sleuths 54-I'd Like to Visit a Place Where...
34. Follow common spelling generalizations, including <i>qu-</i> , <i>consonant doubling</i> , and <i>changing -y to -i</i> (ELA-3-E5)	5-Poet-Tree 7-Habitat Pen Pals 18-Tale of the Sun 39-Energy Sleuths 54-I'd Like to Visit a Place Where...
35. Alphabetize to the third letter (ELA-3-E5)	
36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)	5-Poet-Tree 7-Habitat Pen Pals 18-Tale of the Sun 39-Energy Sleuths 54-I'd Like to Visit a Place Where...
Speaking and Listening Standard 4:	
37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)	5-Poet-Tree 6-Picture This! 13-We All Need Trees 21-Adopt a Tree 22-Trees as Habitats 30-Three Cheers for Trees
38. Give and follow precise directions and instructions (ELA-4-E2)	16-Pass the Plants, Please 31-Plant a Tree
39. Tell a complex story that includes the	

following: a central idea and ideas and details organized chronologically (ELA-4-E3)	
40. Give rehearsed oral presentations that include the following: expression of an opinion about a text, topic, or idea, and relevant facts and details from multiple sources (ELA-4-E4)	
41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)	63- Tree Factory 79- Tree Lifecycle
42. Use active listening strategies, including: asking questions and responding to ideas/opinions and giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)	4-Sounds Around 8-The Forest of S. T. Shrew 13-We All Need Trees 34-Who Works in This Forest?
43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)	
44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)	2-Get in Touch With Trees 3-The Peppermint Beetle
Information Resources	
Standard 5:	
45. Locate information using organizational features of a variety of resources (ELA-5-E1)	7-Habitat Pen Pals 39-Energy Sleuths
46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)	1-The Shape of Things
47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)	7-Habitat Pen Pals 39-Energy Sleuths
48. Use keywords to take notes from written sources (ELA-5-E3)	7-Habitat Pen Pals 39-Energy Sleuths
49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)	7-Habitat Pen Pals 39-Energy Sleuths
50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)	7-Habitat Pen Pals 39-Energy Sleuths
51. Use simple bibliographic information to cite source (ELA-5-E5)	
52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)	4- Sounds Around 22-Trees as Habitats 25-Birds and Worms 30-Three Cheers for Trees 53-On the Move 55-Planning the Ideal Community 77-Tree Cookies

	80-Nothing Succeeds Like Succession 95-Did You Notice?
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