



Grade Three Expectations

ALIGNMENT OF CURRICULUM, INSTRUCTION, & ASSESSMENT

YEAR THREE OF STUDY & IMPLEMENTATION

2015 - 2016

Teacher: O'Connor

Mission

The mission of Dubuque Lutheran School is to enrich the whole child--soul, mind and body--in a Christ-centered learning environment.

This document demonstrates the alignment of curriculum, instruction, and assessment for Grade Five students. This document tells us what is taught, when, and with what as well as how it is taught and how it is assessed.

All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

CURRICULUM VISION

Vision 1: Each and every Dubuque Lutheran School (DLS) student will learn the Essential K- 5 Concepts and Skill Sets identified in the National Standards for Reading & Math as well as the Iowa Core Curriculum for life in the 21st century.

Vision 2: Each K-5 educator will embed the Essential Concepts and Skill Sets in rigorous and relevant instruction informed by ongoing formative assessment.

Vision 3: The Dubuque Lutheran School Association Board (DLSA) and the DLS Principal will support and ensure an aligned system of content, instruction, and assessment, focused on the National Standards for Reading & Math as well as the Iowa Core Curriculum Essential Concepts and Skill Sets.

Vision 4: The DLSA will establish and sustain structures as needed for the Essential Concepts and Skill Sets, instruction, and assessment as designed by the Iowa Department of Education, Area Education Agencies (AEAs), Local Education Agencies (LEAs), and their collaborative partners.

CURRICULUM PLAN OUTCOMES

Outcome 1: The DLSA and principal build and sustain system capacity to implement the Iowa Core Curriculum. (LEADERSHIP)

Outcome 2: Congregation members, pastors, and the DLSA work together to support the implementation of the Iowa Core Curriculum. (COMMUNITY)

Outcome 3: A continuous improvement process to improve teaching and learning is used at the school level in collaboration with IDE. (SCHOOLS)

Outcome 4: The principal and teachers monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 5: The principal and teachers engage in professional development focused on implementing Characteristics of Effective Instruction and Demonstrate understanding of Essential Concepts and Skill Sets. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 6: The teachers implement effective instructional practices to ensure high levels of learning for each and every student. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 7: Students will leave with a better understanding of Christ as a result of their education. Our goal is for all students to leave DLS believing in Jesus as their Savior. All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

Dubuque Lutheran School

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FINE ARTS – MUSIC

3FAM 01.	Sings (sings a variety of songs) and plays music (tone chimes, recorder, and/or other instruments to accompany singing). (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can sing songs and play music. Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 6-7	I can sing songs and play music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 38-39	I can sing songs and play music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 64-65
INSTRUCTION	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion
ASSESSMENT	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer

3FAM 02.	Recognizes the value of the world's musical heritage. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand the importance of different music. Weekly viewing of different types of music, Performing different songs throughout the year "World of Music Grade 2 page 15	I can understand the importance of different music. Weekly viewing of different types of music, Performing different songs throughout the year "World of Music Grade 2 page 42-43	I can understand the importance of different music. Weekly viewing of different types of music, Performing different songs throughout the year "World of Music Grade 2 page 67
INSTRUCTION	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion
ASSESSMENT	Observation, Presentation	Observation, Presentation	Observation, Presentation

3FAM 03.	Demonstrates skills, knowledge, and attitudes about music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can show what I learn in music. Singing and playing instruments in church services	I can show what I learn in music. School musical, Singing and playing instruments in church services	I can show what I learn in music. School musical, Singing and playing instruments in church services
INSTRUCTION	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion
ASSESSMENT	Presentation	Presentation	Presentation

FINE ARTS – VISUAL ARTS

3FAV 01.	Views and understands the visual arts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			
INSTRUCTION			
ASSESSMENT			

3FAV 02.	Develops and communicates imaginative and inventive ideas. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can create and share my ideas. Source: Social studies: teacher created unit: Create Your Own Invention		
INSTRUCTION		Experimental	
ASSESSMENT		Presentation	

HEALTH & SAFETY – HEALTH LITERACY

3HSL 01.	Demonstrates behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can choose healthy choices. Source: Science: teacher created unit: diet and nutrition: nutritionist guest speaker		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3HSL 02.	Understands and uses environmental health concepts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how the environment affects health. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

HEALTH & SAFETY – HUMAN GROWTH & DEVELOPMENT

3HSH 01.	Demonstrates interpersonal skills. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can have good relationships. Source: Daily recess		
INSTRUCTION	Direct, Indirect, Independent, Experimental, Group Discussions		
ASSESSMENT	Observation		

HEALTH & SAFETY – TRAFFIC SAFETY

3HST 01.	Understands the basic concepts of auto passenger safety. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can be safe in a vehicle. Source: ABeka, <i>Health, Safety and Manners</i> , page 57		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3HST 02.	Understands the basic concepts of bus passenger safety. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can be safe in a bus. Source: ABeka, <i>Health, Safety and Manners</i> , page 58		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3HST 03.	Understands the basic concepts of seat belt use. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can be safe in a vehicle. Source: ABeka, <i>Health, Safety and Manners</i> , page 57		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

LITERACY – LITERATURE (Chapter 12 IAC)

Key Ideas & Details

3LT 01.	Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can ask and answer questions about what I am reading to show my understanding of the text. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
INSTRUCTION	Direct and Group Discussion		
ASSESSMENT	Short Answer and Observation		

3LT 02.	Recounts stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral and explains how it is conveyed through key details in the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can retell the story, identify its main message, and explain how the author revealed this. Source: Cinderella Unit, Keystone Small Media KM 11010; Venn diagram		
INSTRUCTION	Direct; Group Discussions		
ASSESSMENT	Short Answer		

3LT 03.	Describes characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can describe characters in the story and explain how their actions affected the story. Source: Read and Reflect, TPT character reflection worksheet		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LT IA 01.	Employs the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use a variety of comprehension strategies including making connections, questioning, visualizing, making inferences, summarizing and deciding what's most important. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

Craft & Structure

3LT 04.	Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can determine the meaning of words and phrases used in the text and classify them as literal and nonliteral. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. pouch cards		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3LT 05.	Refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can refer to a part of a story, drama, or poem as a chapter, scene, or stanza and describe how the parts build. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3LT 06.	Distinguishes his/her own point of view from that of the narrator or those of the characters. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can distinguish my own point of view that is different than the narrator or other character. Source:		
INSTRUCTION			
ASSESSMENT			

Integration of Knowledge & Ideas

3LT 07.	Explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explain how the illustrations help me understand the story. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Accuracy lessons: cross-checking		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3LT 08.	(Not applicable to literature) (ICC/MCC)
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3LT 09.	Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can connect two stories by the same author by talking about how themes, settings, and plots are similar and different. Source: Steven Kellogg author unit; Venn diagram		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

Range of Reading & Level of Text Complexity

3LT 10.	By the end of the year, reads and comprehends literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can read and understand different kinds of literature at my grade level or higher. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences		
INSTRUCTION			Direct
ASSESSMENT			Short Answer—Reading Inventory Assessment

LITERACY – INFORMATIONAL TEXT

Key Ideas & Details

3IT 01.	Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can ask and answer questions to show my understanding of the text. Source: Science Biome unit; TPT lap book reading worksheets		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3IT 02.	Determines the main idea of a text; recounts the key details and explains how they support the main idea. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can determine the main idea of the text and explain key details that support it. Source: Read and Reflect, summary worksheet		
INSTRUCTION	Group Discussions		
ASSESSMENT	Short Answer		

3IT 03.	Describes 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can describe a series of events using time, sequence, cause, and effect. Source: Spread of Yellow Fever in 1700's Philadelphia TPT lap book writing assignments		
INSTRUCTION		Direct and Group Discussions	
ASSESSMENT		Short Answer	

3IT IA 01.	Employs the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use a variety of comprehension strategies including making connections, questioning, visualizing, making inferences, summarizing and deciding what's most important. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. read with others comprehension checks		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

Craft & Structure

3IT 04.	Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i> . (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can determine the unknown meaning of a word in the text Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3IT 05.	Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use different resources to locate information on a given topic efficiently. Source: Loras Production SeeSaw Unit		
INSTRUCTION	Direct and Presentation		
ASSESSMENT	Rubric		

3IT 06.	Distinguishes their own point of view from that of the author of a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can share my own point of view that is different than the author's. Source: Science unit "History of the Earth"/dinosaurs: Creation vs. Evolution		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

Integration of Knowledge & Ideas

3IT 07.	Uses 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). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use many resources to demonstrate understanding of the text. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy: Cross-Checking		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3IT 08.	Describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can describe the connection between a set of sentences or paragraphs in a text. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Read and Reflect: Beginning, Middle, End		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3IT 09.	Compares and contrasts the most important points presented by two texts on the same topic. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can compare and contrast the most important ideas and details in two pieces of information about the same topic. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. Read and Reflect: Compare and Contrast		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

Range of Reading & Level of Text Complexity

3IT 10.	By the end of year, reads and comprehends 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can read and understand 3rd grade informational texts by myself. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Comprehension		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

LITERACY – FOUNDATIONAL SKILLS

Print Concepts

3FS 01.	(Not applicable in Grade Three)
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Phonological Awareness

3FS 02.	(Not applicable in Grade Three)
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Phonics & Word Recognition

3FS 03. a.	Knows and applies grade-level phonics and word analysis skills in decoding words by: identifying and knowing the meaning of the most common prefixes and derivational suffixes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell the meaning of prefixes and suffixes. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3FS 03. b.	Knows and applies grade-level phonics and word analysis skills in decoding words by: decoding words with common Latin suffixes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can decode words with common suffixes. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3FS 03. c.	Knows and applies grade-level phonics and word analysis skills in decoding words by: decoding multi-syllable words. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can decode words with more than one syllable. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3FS 03. d.	Knows and applies grade-level phonics and word analysis skills in decoding words by: reading grade-appropriate irregularly spelled words. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can read words that don't follow the spelling rules. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

Fluency

3FS 04. a.	Reads with sufficient accuracy and fluency to support comprehension by: reading on-level text with purpose and understanding. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand what I read. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Fluency		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3FS 04. b.	Reads with sufficient accuracy and fluency to support comprehension by: reading on-level prose & poetry orally with accuracy, appropriate rate, and expression on successive readings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can read with expression. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Fluency		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3FS 04. c.	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can backup and reread when my reading doesn't make sense. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Fluency, Cross-Checking		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

LITERACY – WRITING (Chapter 12 IAC)

Text Types & Purposes

3LW	<p>01. Writes opinion pieces on topics or texts, supporting a point of view with reasons by: introducing the topic or text he/she is writing about, stating an opinion, and creating an organizational structure that lists reasons. (ICC/MCC)</p> <p>a.</p>

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write about my opinion in a way that makes sense. Source: Writing a Persuasive Essay Unit, BJU English: chapter 6, page 100		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3LW	<p>01. Writes opinion pieces on topics or texts, supporting a point of view with reasons by: providing reasons that support the opinion. (ICC/MCC)</p> <p>b.</p>

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write the reasons for my opinion. Source: Writing a Persuasive Essay Unit, BJU English: chapter 6, page 102		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer and Essay	

3LW	<p>01. Writes opinion pieces on topics or texts, supporting a point of view with reasons by: using linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. (ICC/MCC)</p> <p>c.</p>

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell my opinion using words to tell why. Source: Writing a Persuasive Essay Unit, BJU English: chapter 6, page 99-100		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3LW 01. d.	Writes opinion pieces on topics or texts, supporting a point of view with reasons by: providing a concluding statement or section. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write a conclusion to my opinion. Source: Writing a Persuasive Essay Unit, BJU English: chapter 6, page 104		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer and Essay	

3LW 02. a.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: introducing a topic and grouping related information together; including illustrations when useful to aiding comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write what I know about a topic in a way that makes sense. Source: Writing a Research Report Unit, BJU English: chapter 14, page 251-253		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3LW 02. b.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: developing the topic with facts, definitions, and details. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write about a topic with detail. Source: Writing a Research Report Unit, BJU English: chapter 14, page 253-254		
INSTRUCTION			Direct
ASSESSMENT			Short Answer and Essay

3LW 02. c.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: using linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write about different categories of a topic. Source: Writing a Research Report Unit, BJU English: chapter 14, page 255-256		
INSTRUCTION			Direct
ASSESSMENT			Short Answer and Essay

3LW 02. d.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: providing a concluding statement or section. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write a concluding statement about my topic. Source: Writing a Research Report Unit, BJU English: chapter 14, page 255-256		
INSTRUCTION			Direct
ASSESSMENT			Short Answer and Essay

3LW 03. a.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write a story with details, characters, and events that make sense. Source: Writing a Story Unit, BJU English: chapter 8, page 141-142		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Essay		

3LW 03. b.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write about characters that act real. Source: Writing a Story Unit, BJU English: chapter 8, page 135-136 and 143-144		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Essay		

3LW 03. c.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: using temporal words and phrases to signal event order. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write a story that includes a sequence of events. Source: Writing a Story Unit, BJU English: chapter 8, page 141-142 and 143-144		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Essay		

3LW 03. d.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: providing a sense of closure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write an ending for my story. Source: Writing a Story Unit, BJU English: chapter 8, page 141-142 and 143-144		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Essay		

Production & Distribution of Writing

3LW 04.	With guidance and support from adults, produces 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.) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write following directions about what to write. Source: Writing a Story Unit, BJU English: chapter 8, page 141-142 and 143-144		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Essay		

3LW 05.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can improve my writing by proofreading and rewriting. Source: Writing a Story Unit, BJU English: chapter 8, page 143-144		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Essay		

3LW 06.	With guidance and support from adults, uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can publish my writing. Source: Loras Production SeeSaw Unit		
INSTRUCTION	Direct and Presentation		
ASSESSMENT	Rubric		

Research to Build & Present Knowledge

3LW 07.	Conducts short research projects that build knowledge about a topic. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can research about a topic. Source: Writing a Research Report Unit, BJU English: chapter 14, page 250-254		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3LW 08.	Recalls information from experiences or gathers information from print and digital sources; takes brief notes on sources and sorts evidence into provided categories. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use and take notes. Source: Writing a Research Report Unit, BJU English: chapter 14, page 250-254		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3LW 09.	Begins in Grade Four (ICC/MCC)
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Range of Writing

3LW 10.	Writes 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can write different lengths and for different reasons. Source: Daily 5, ex. Work on Writing		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

LITERACY – SPEAKING AND LISTENING (Chapter 12 IAC)

3SL 01. a.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: coming to discussions prepared , having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can prepare ahead of time for a discussion. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3SL 01. b.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can work and share my ideas in groups. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3SL 01. c.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: asking questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can add my ideas when sharing in a group. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3SL 01. d.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: explaining his/her own ideas and understanding in light of the discussion. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explain my ideas. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3SL 02.	Determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can determine the meaning of words and phrases used in the text and classify them as literal and nonliteral. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Comprehension Checks of read alouds		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3SL 03.	Asks and answers questions about information from a speaker, offering appropriate elaboration and detail. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can ask and answer a speaker's questions. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

Presentation of Knowledge & Ideas

3SL 04.	Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can present well. Source: Two by Two Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3SL 05.	Creates engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; adds visual displays when appropriate to emphasize or enhance certain facts or details. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can add pictures to my presentations. Source: Loras Production SeeSaw Unit		
INSTRUCTION	Direct and Presentation		
ASSESSMENT	Rubric		

3SL 06.	Speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can speak in complete sentences. Source: Loras Production SeeSaw Unit		
INSTRUCTION	Direct and Presentation		
ASSESSMENT	Rubric		

3SL IA 04.	Performs dramatic readings and presentations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can perform a presentation. Source: Loras Production SeeSaw Unit		
INSTRUCTION	Direct and Presentation		
ASSESSMENT	Rubric		

LITERACY – LANGUAGE SKILLS (Chapter 12 IAC)

Conventions of Standard English

3LA 01. a.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: explaining the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explain what nouns, pronouns, verbs, adjectives, and adverbs are. Source: BJU English: chapter 3: nouns, chapter 5: action verbs, chapter 9: pronouns, chapter 11: more verbs, chapter 13: adjectives and adverbs		
INSTRUCTION	Direct	Direct	Direct
ASSESSMENT	Short Answer	Short Answer	Short Answer

3LA 01. b.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: forming and using regular and irregular plural nouns. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use different types of nouns. Source: Nouns Unit, BJU English: chapter 3, page 54		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 01. c.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using abstract nouns (e.g., <i>childhood</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use abstract nouns. Source: Nouns Unit, BJU English: chapter 3, page 52		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 01. d.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: forming and using regular and irregular verbs. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use different types of verbs. Source: Verbs Unit, BJU English: chapter 5, pages 96-109		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 01. e.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: forming and using the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use different verb tenses. Source: Verbs Unit, BJU English: chapter 5, pages 100-103		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 01. f.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: ensuring subject-verb and pronoun-antecedent agreement. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use the correct subject and verb. Source: Sentences Unit, BJU English: chapter 15, pages 336-337		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3LA 01. g.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: forming and using comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use the correct adjective and adverb. Source: Adjectives & Adverbs Unit, BJU English: chapter 13, pages 382-382		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3LA 01. h.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using coordinating and subordinating conjunctions. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use the correct conjunctions. Source: Sentences Unit, BJU English: chapter 1, pages 16-17		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 01. i.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: producing simple, compound, and complex sentences. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can create different types of sentences. Source: Sentences Unit, BJU English: chapter 1, pages 4-5, 16-17		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 02. a.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: capitalizing appropriate words in titles. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can capitalize titles. Source: Nouns Unit, BJU English: chapter 3, pages 37, 38, 43-46		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 02. b.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using commas in addresses. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use commas in addresses. Source: Writing A Friendly Letter Unit, BJU English: chapter 4, page 71		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 02. c.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using commas and quotation marks in dialogue. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use commas and quotation marks in dialogue. Source: Writing A Story Unit, BJU English: chapter 8, pages 135-136.		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 02. d.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: forming and using possessives. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use possessives. Source: Nouns Unit, BJU English: chapter 3, pages 47-50		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3LA 02. e.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can spell high frequency words with suffixes. Source: Verbs Unit, BJU English: chapter 11, pages 201-202		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3LA 02. f.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can spell words using patterns. Source: Phonics charts/word families charts class review		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3LA 02. g.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: consulting reference materials, including beginning dictionaries, as needed to check and correct spellings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use reference materials to check my spelling. Source: Daily 5, ex. Expanded Vocabulary strategy: Use dictionaries and thesauruses.		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

Knowledge of Language

3LA 03. a.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening by: choosing words and phrases for effect. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can choose word and phrases for effect. Source: Daily 5, ex. Work on Writing		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

3LA 03. b.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening by: recognizing and observing differences between the conventions of spoken and written standard English. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can choose words when I write that are different than when I speak. Source: Daily 5, ex. Work on Writing		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation, Rubric, and Short Answer		

Vocabulary Acquisition & Use

3LA 04. a.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Three reading and content</i> , choosing flexibly from an array of strategies by: using sentence-level context as a clue to the meaning of a word or phrase. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can determine the meaning of words used in the text by using clues in the context. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Comprehension		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3LA 04. b.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Three reading and content</i> , choosing flexibly from an array of strategies by: determining the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand a word that uses prefixes. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary: Use prefixes and suffixes.		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3LA 04. c.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Three reading and content</i> , choosing flexibly from an array of strategies by: using a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand a word by using its root word. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Expanded Vocabulary: Use root words.		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3LA 04. d.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Two reading and content</i> , choosing flexibly from an array of strategies by: using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use glossaries and beginning dictionaries to know the meaning of a word. Source: Writing a Persuasive Essay Unit (reference works), BJU English: chapter 7, page 144, 145, 148-151		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3LA 05. a.	Demonstrates understanding of word relationships and nuances in word meanings by: distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell the meaning of literal and nonliteral words. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Accuracy		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3LA 05. b.	Demonstrates understanding of word relationships and nuances in word meanings by: identifying real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand word relationships by identifying real-life connections. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Read to Others: Check for Understanding		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3LA 05. c.	Demonstrates understanding of word relationships and nuances in word meanings by: distinguishing shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand words about states of mind and degrees of certainty. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Read to Others: Check for Understanding		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3LA 06.	Acquires and uses accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand words that describe where and when. Source: Daily 5 and CAFÉ: group lessons and individual/small group conferences, ex. CAFÉ Work on Writing		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

Represents & Solves Problems Involving Multiplication & Division

3MOA 01.	Interprets products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand multiplication by thinking about groups of objects. Source: Saxon Lesson 47		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MOA 02.	Interprets whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand division by thinking about how one group can be divided into smaller groups. Source: Saxon Lesson 37		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MOA 03.	Uses 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use what I know about multiplication and division to solve word problems. Source: Saxon Lesson 108		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MOA 04.	Determines the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can find the missing number in a multiplication or division equation. Source: Saxon Lesson 125-1		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

Understands Properties of Multiplication & the Relationship Between Multiplication & Division

3MOA 05.	Applies properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use the commutative, associative, and distributive properties to solve multiplication and division. Source: Saxon Lesson 120-1		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MOA 06.	Understands division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. Source: Saxon Lesson 122		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

Multiplies & Divides Within 100

3MOA 07.	Fluently multiplies and divides 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. By the end of Grade 3, knows from memory all products of two one-digit numbers. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. Source: Saxon Lesson 45-1		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

Solves Problems Involving the Four Operations, & Identifies & Explains Patterns in Arithmetic

3MOA 08.	Solves two-step word problems using the four operations. Represents these problems using equations with a letter standing for the unknown quantity. Assesses the reasonableness of answers using mental computation and estimation strategies including rounding. (ICC/MCC)

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable. Source: Saxon Lesson 5		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MOA 09.	Identifies arithmetic patterns (including patterns in the addition table or multiplication table), and explains them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work. Source: Saxon Lesson 9		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

MATHEMATICS - NUMBERS & OPERATIONS IN BASE TEN

Understands Place Value

3MNBT 01.	Uses place value understanding to round whole numbers to the nearest 10 or 100. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can round numbers to the nearest ten or 100. Source: Saxon Lesson 18		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MNBT 02.	Fluently adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can add and subtract numbers within 1000. Source: Saxon Lesson 14		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MNBT 03.	Multiplies one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can quickly and easily multiply any one digit whole number by 10. Source: Saxon Lesson 45-1		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

MATHEMATICS - NUMBERS & OPERATIONS – FRACTIONS

Develops Understanding of Fractions as Numbers

3MNF 01.	Understands a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can show and understand that fractions are equal parts of a whole. Source: Saxon Lesson 12		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MNF 02. a.	Understands a fraction as a number on the number line; represent fractions on a number line diagram by: representing a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognizing that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole. Source: Saxon Lesson 54		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MNF 02. b.	Understands a fraction as a number on the number line; represent fractions on a number line diagram by: representing a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognizing that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can label fractions on a number line because I know the space between any two fractional numbers can be thought of as a whole or fraction of a whole. Source: Saxon Lesson 54		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MNF	<p>03. Explains equivalence of fractions in special cases, and compare fractions by reasoning about their size by: understanding two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (ICC/MCC)</p> <p>a.</p>

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explain in words or pictures how two fractions can sometimes be equal. Source: Saxon Lesson 74		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MNF	<p>03. Explains equivalence of fractions in special cases, and compare fractions by reasoning about their size by: recognizing and generating simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explaining why the fractions are equivalent, e.g., by using a visual fraction model. (ICC/MCC)</p> <p>b.</p>

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can compare fractions by reasoning about their size. Source: Saxon Lesson 60-2		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MNF	<p>03. Explains equivalence of fractions in special cases, and compare fractions by reasoning about their size by: expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i> (ICC/MCC)</p> <p>c.</p>

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can show whole numbers as fractions. Source: Saxon Lesson 17		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer		

3MNF 03. d.	Explains equivalence of fractions in special cases, and compare fractions by reasoning about their size by: comparing two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Recording the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can compare and document fractions by comparing them to their whole. Source: Saxon Lesson 111		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

MATHEMATICS - MEASUREMENT & DATA (Chapter 12 IAC)

Solves Problems Involving Measurement & Estimation of Intervals of Time, Liquid Volumes, & Masses of Objects

3MMD 01.	Tells and writes time to the nearest minute and measure time intervals in minutes. Solves word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell and write and measure time to the nearest minute. Source: Saxon Lesson 65-2		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MMD 02.	Measures and estimates liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can measure and estimate liquids and solids with liters, grams and kilograms. I can use addition, subtraction, multiplication and division to solve word problems involving mass and volume. Source: Saxon Lesson 60-2		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

Represents & Interpret Data

3MMD 03.	Draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solves one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can create a picture or bar graph to show data and solve problems using the information from the graphs. Source: Saxon Lesson 55-2		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MMD 04.	Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Shows the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter. Source: Saxon Lesson 54		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

Geometric Measurement: Understands Concepts of Area & Relate to Multiplication & to Addition

3MMD 05. a.	Recognizes area as an attribute of plane figures and understand concepts of area measurement . That is 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand that the area of plane shapes can be measured in square units. Source: Saxon Lesson 63		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MMD 05. b.	Recognizes area as an attribute of plane figures and understand concepts of area measurement. That is, a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can measure areas by counting unit squares. Source: Saxon Lesson 88		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MMD 06.	Measures areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can measure area by using what I know about multiplication and addition. Source: Saxon Lesson 88		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MMD 07. a.	Relates area to the operations of multiplication and addition by: finding the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying the side lengths. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can find the area of a rectangle by tiling it in unit squares. I can find the side lengths of a rectangle in units. I can compare the area found by tiling a rectangle to the area found by multiplying the side lengths. Source: Saxon Lesson 88		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MMD 07. b.	Relates area to the operations of multiplication and addition by: multiplying side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and representing whole-number products as rectangular areas in mathematical reasoning. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can multiply side lengths to find areas of rectangles. I can solve real world problems using area. I can use arrays to represent multiplication problems. Source: Saxon Lesson 81		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MMD 07. c.	Relates area to the operations of multiplication and addition by: using tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Using area models to represent the distributive property in mathematical reasoning. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use an array to multiply. I can find the area of a rectangle by modeling the distributive property using multiplication and addition. I can use tiling to find the area of rectangles using the distributive property. Source: Saxon Lesson 112		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

3MMD 07. d.	Relates area to the operations of multiplication and addition by: recognizing area as additive. Finding areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can find areas of rectangles. I can add area of rectangles. I can recognize that areas of each rectangle in a rectilinear (straight line) figure can be added together to find the area of the figure. I can separate a polygon into rectangles to find the area of each rectangle to solve real world problems. I can separate polygons into non-overlapping rectangles. Source: Saxon Lesson 88		
INSTRUCTION			Direct
ASSESSMENT			Short Answer

Geometric Measurement: Recognizes Perimeter as an Attribute of Plane Figures & Distinguishes between Linear & Area Measures

3MMD 08.	Solves real world and mathematical problems involving perimeters of polygons, including 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can define a polygon. I can define perimeter. I can find the perimeter when given the length of sides. I can find the perimeter when there is an unknown side length. I can create rectangles with the same perimeter and different areas. I can create rectangles with the same area and different perimeters. Source: Saxon Lesson 49		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

MATHEMATICS – GEOMETRY (Chapter 12 IAC)

Reasons with Shapes & Their Attributes

3MG 01.	Understands 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). Recognizes rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can identify and define two-dimensional shapes based on their attributes. I can identify rhombuses, rectangles, and squares as quadrilaterals. I can define attributes. I can describe, analyze, and compare properties of two-dimensional shapes. I can compare and classify shapes by attributes, sides and angles. I can group shapes with shared attributes. I can draw examples that are and are not quadrilaterals Source: Saxon Lesson 43		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

3MG 02.	Partitions shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can divide shapes into equal parts. I can describe the area of each part as a fractional part of the whole. I can divide a shape into parts with equal areas and describe the area of each part as a unit fraction of the whole. Source: Saxon Lesson 73		
INSTRUCTION		Direct	
ASSESSMENT		Short Answer	

MATHEMATICS – MATHEMATICAL PRACTICE

3MP 01.	Makes sense of problems and perseveres in solving them. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can try many times to understand and solve a math problem. Source: Lesson 11		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3MP 02.	Reasons abstractly and quantitatively. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can think about the math problem in my head, first. Source: Lesson 22		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3MP 03.	Constructs viable arguments and critiques the reasoning of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too. Source: Lesson 12		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3MP 04.	Models with mathematics. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use math symbols and numbers to solve the problem. Source: Lesson 13		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3MP 05.	Uses appropriate tools strategically. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use math tools, pictures, drawings, and objects to solve the problem. Source: Lesson 30-2		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3MP 06.	Attends to precision. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can check to see if my strategy and calculations are correct. Source: Lesson 45-2		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

3MP 07.	Looks for and makes use of structure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use what I already know about math to solve the problem. Source: Lesson 41		
INSTRUCTION	Direct		
ASSESSMENT	Short Answer and Observation		

PERSONAL DEVELOPMENT – FINANCIAL LITERACY

3FIN 01.	Creates long- and short-term goals based on prioritization of wants and needs. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can create long and short-term goals based on what I need and want. Source: Junior Achievement Unit		
INSTRUCTION			Direct and Group Discussions
ASSESSMENT			Observation and Short Answer

PERSONAL DEVELOPMENT – EMPLOYABILITY SKILLS

3EMP 01.	Adjusts to various roles and responsibilities and understands the need to be flexible to change. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can lead, follow and change as needed. Source: Structured group physical education activities.		
INSTRUCTION	Direct and Indirect		
ASSESSMENT	Observation		

3EMP 02.	Practices leadership skills, and demonstrates integrity, ethical behavior, and social responsibility in all activities. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can lead and make good choices. Source: Structured group physical education activities.		
INSTRUCTION	Direct and Indirect		
ASSESSMENT	Observation		

3EMP 03.	Demonstrates initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can work on my own. Source: Junior Achievement Unit		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation and Short Answer		

3EMP 04.	Demonstrates productivity and accountability by producing quality work. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am reliable in getting my work done. Source: Independent homework assignments		
INSTRUCTION	Direct, indirect, independent		
ASSESSMENT	Short Answer		

PERSONAL DEVELOPMENT – SHOWS RESPECT & CARES FOR OTHERS

3PDSR 01.	Shows respect for others. (Student Action Expectation #1)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can respect others. Source: Structured group physical education activities.		
INSTRUCTION	Direct and Indirect		
ASSESSMENT	Observation		

3PDSR 02.	Shows respect for authority. (Student Action Expectation #2)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I respect my authorities. Source: Religion class: 10 Commandments		
INSTRUCTION	Direct		
ASSESSMENT	Observation		

3PDSR 03.	Demonstrates responsibility for his/her own actions. (Student Action Expectation #3)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can be trusted to do my job the right way. Source: Daily 5 independent assignments		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation		

PERSONAL DEVELOPMENT – WORK AND STUDY HABITS

3PDW 01.	Listens and follows instructions. (Student Action Expectation #4)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can follow instructions. Source: Structured group physical education activities.		
INSTRUCTION	Direct and Group Discussion		
ASSESSMENT	Observation		

3PDW 02.	Uses time wisely. (Student Action Expectation #5)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can finish tasks on time. Source: Daily 5 independent assignments		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation		

3PDW 03.	Hands in assignments on time. (Student Action Expectation #6)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can turn in work on time. Source: Daily 5 independent assignments		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation		

3PDW 04.	Shows effort in work. (Student Action Expectation #7)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can try my best on my work. Source: Math guided practice daily assignments		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation		

3PDW 05.	Organizes and cares for materials. (Student Action Expectation #8)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can take care of my supplies. Source: Daily care of their own desk materials		
INSTRUCTION	Direct and Group Discussions		
ASSESSMENT	Observation		

PHYSICAL DEVELOPMENT – PHYSICAL EDUCATION

3PDP 01.	Understands and practices rhythmic activities. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can do activities with rhythm. Source: P.E.		
INSTRUCTION	Direct		
ASSESSMENT	Observation and rubric		

RELIGION

3REL 01.	Participates in Religion class. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can participate in Religion class. Source: Daily work in Religion class and chapel		
INSTRUCTION	Direct		
ASSESSMENT	Observation		

3REL 02.	Memorizes Bible verses (Memory Work), Luther's Catechism, & prayers. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can memorize Bible verses, catechism, and prayers. Source: Memory work		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

3REL 03.	Participates in Chapel & other worship services. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can participate in chapel. Source: Weekly work in chapel		
INSTRUCTION	Direct		
ASSESSMENT	Observation		

SCIENCE – SCIENCE AS INQUIRY

3SAI 01.	Asks questions about objects, organisms, and events in the environment. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can ask questions about my environment. Source: <i>Science Discovery Works: Concordia Edition</i> , page A55		
INSTRUCTION	Direct and Group Discussion		
ASSESSMENT	Short answer		

3SAI 02.	Plans and conducts simple investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can plan and conduct a simple investigation. Source: <i>Science Discovery Works: Concordia Edition</i> , page A44		
INSTRUCTION	Independent		
ASSESSMENT	Rubric		

3SAI 03.	Uses appropriate tools & techniques to gather, process, & analyze data. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use tools to gather data. Source: <i>Science Discovery Works: Concordia Edition</i> , page A12		
INSTRUCTION	Experimental		
ASSESSMENT	Observation		

3SAI 04.	Incorporates mathematics in scientific inquiry. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use math in science investigations. Source: <i>Science Discovery Works: Concordia Edition</i> , page B6		
INSTRUCTION		Direct, experimental	
ASSESSMENT		Short answer	

3SAI 05.	Uses evidence to develop reasonable explanations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use evidence to explain. Source: <i>Science Discovery Works: Concordia Edition</i> , page A45		
INSTRUCTION	Group discussion		
ASSESSMENT	Rubric		

3SAI 06.	Communicates scientific procedures and explanations. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell about my investigation. Source: <i>Science Discovery Works: Concordia Edition</i> , page A59		
INSTRUCTION	Group discussion		
ASSESSMENT	Rubric		

3SAI 07.	Follows appropriate safety procedures when conducting investigations. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can follow safety rules in investigations. Source: <i>Science Discovery Works: Concordia Edition</i> , page A12		
INSTRUCTION	Group discussion		
ASSESSMENT	Observation		

3SAI 08.	Recognizes that scientists perform different kinds of investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell that scientists perform different types of investigations. Source: <i>Science Discovery Works: Concordia Edition</i> , page A21 and A23		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

3SAI 09.	Explores God's creation by scientific inquiry & research. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explore God's creation by scientific inquiry and research. Source: <i>Science Discovery Works: Concordia Edition</i> , page A22		
INSTRUCTION	Experiment		
ASSESSMENT	Observation		

SCIENCE – EARTH & SPACE SCIENCE (Chapter 12 IAC)

3SES 01.	Understands and demonstrates knowledge of properties & uses of earth materials. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how earth's materials are used. Source: <i>Science Discovery Works: Concordia Edition</i> , page C48		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3SES 02.	Understands and demonstrates knowledge of processes and changes on or in the earth's land, oceans, and atmosphere. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how the earth's land, oceans, and atmosphere changes. Source: <i>Science Discovery Works: Concordia Edition</i> , page D13		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

SCIENCE – LIFE SCIENCE (Chapter 12 IAC)

3SLS 01.	Understands and applies knowledge of organisms and their environments, including: structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell about organisms and their environments. Source: <i>Science Discovery Works: Concordia Edition</i> , page A23		
INSTRUCTION	Direct and Indirect		
ASSESSMENT	Short answer and presentation		

3SLS 02.	Understands and applies knowledge of environmental stewardship. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and apply what I know about being a good steward of the resources God has given us. Source: <i>Science Discovery Works: Concordia Edition</i> , page D72		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3SLS 03.	Understands and applies knowledge of basic human body systems and how they work together. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explain how the human body works. Source: <i>ABeka: Health, Safety, Manners</i> , page 4		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

3SLS 04.	Understands and applies knowledge of personal health and wellness issues. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can help keep myself healthy. Source: <i>ABeka: Health, Safety, and Manners</i> , page 5		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

SCIENCE – PHYSICAL SCIENCE (Chapter 12 IAC)

3SPS 01.	Understands and applies knowledge of how to describe and identify substances based on characteristic properties. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can describe and identify things based on their characteristics. Source: <i>Science Discovery Works: Concordia Edition</i> , page B6		
INSTRUCTION	Group discussion		
ASSESSMENT	Short answer		

3SPS 02.	Understands and applies knowledge of states of matter and changes in states of matter. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can describe states and changes in states of matter. Source: <i>Science Discovery Works: Concordia Edition</i> , page C27		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3SPS 03.	Understands conservation of natural resources. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand the conservation of natural resources. Source: <i>Science Discovery Works: Concordia Edition</i> , page D72		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

SOCIAL STUDIES – BEHAVIORAL SCIENCES

3SSB 01.	Understands the changing nature of society. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how society changes. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 114		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

3SSB 02.	Understands the relationship of the individual to the components of society and culture. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how an individual is part of the society. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 176		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

SOCIAL STUDIES – ECONOMICS

3SSE 01.	Understands the role of scarcity and economic trade-offs and how economic conditions impact people’s lives. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how money impacts people’s lives. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 166		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3SSE 02.	Understands that the basic nature of economics is an exchange of resources. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell that economics is an exchange of resources. Source: Junior Achievement Unit		
INSTRUCTION			Direct and Group Discussions
ASSESSMENT			Observation and Short Answer

3SSE 03.	Understands how governments throughout the world influence economic behavior. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how government influences money. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 210		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

SOCIAL STUDIES – GEOGRAPHY

3SSG 01.	Understands the use of geographic tools to locate and analyze information about people, places, and environments. (ICC; Chapter 12 IAC)		

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use tools to locate and analyze information about people, places, and environments. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 82		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

3SSG 02.	Understands how geographic and human characteristics create culture and define regions. (ICC)		
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how the geography and the characteristics of the people create a unique area and culture. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 334		
INSTRUCTION			Direct
ASSESSMENT			Short answer

3SSG 03.	Understands how geographic processes and human actions modify the environment and how the environment affects humans. (ICC; Chapter 12 IAC)		
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how the environment affects us and how we affect the environment. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 40		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

SOCIAL STUDIES – HISTORY

3SSH 01.	Understands how and why people create and participate in governance. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how and why people create and participate in government. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 218		
INSTRUCTION		Direct	
ASSESSMENT		Short answer	

3SSH 02.	Understands culture and cultural diffusion affects the development and maintenance of societies. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how culture affects society. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page 325		
INSTRUCTION			Direct
ASSESSMENT			Short answer

3SSH 03.	Understands economic needs and wants affect individual and group decisions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell how needs and want affect our decisions. Source: Junior Achievement Unit		
INSTRUCTION			Direct and Group Discussions
ASSESSMENT			Observation and Short Answer

SOCIAL STUDIES – POLITICAL SCIENCE/ CIVIC LITERACY

3SSP 01.	Understands the basic concepts of government and democracy and that the U.S. constitution defines the rights and responsibilities of citizens. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell about government, democracy and that the Constitution tells us our rights and responsibilities. Source: MacMillan/McGraw-Hill: <i>Our Communities</i> , page A3		
INSTRUCTION	Direct		
ASSESSMENT	Short answer		

TECHNOLOGY LITERACY

3TL 01.	Uses the keyboard of a computer. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use the keyboard of a computer. Source: Typing.com Unit		
INSTRUCTION			Direct
ASSESSMENT			Observation

3TL 02.	Uses a word processing program. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use a word processing program. Source: teacher-created unit: Microsoft Word		
INSTRUCTION	Direct		
ASSESSMENT	Observation		

3TL 03.	Uses age-appropriate Internet sites. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use age-appropriate internet sites. Source: teacher-created unit: Internet and Internet Safety		
INSTRUCTION	Direct		
ASSESSMENT	Observation		

3TL 04.	Understands basic computer literacy concepts. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the basics of a computer. Source: teacher-created unit: Computer parts and basics		
INSTRUCTION	Direct		
ASSESSMENT	Observation		

3TL 05.	Uses technological resources to investigate given questions or problems. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use technology to investigate given questions or problems. Source: Code.org		
INSTRUCTION	Independent and Group Discussion		
ASSESSMENT	Short answer		

3TL 06.	Incorporates technology as a tool to enhance writing. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	Source: Loras Production SeeSaw Unit		
INSTRUCTION	Direct and presentation		
ASSESSMENT	Rubric		

FINE ARTS – VISUAL ARTS

3FAV 01.	Views and understands the visual arts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to draw animals and make their features with different lines. (Arts Attack Grade 4, Line Lesson)	I am able to draw pictures with crayons and paint over the crayons to make a snow scene. (Arts Attack Grade 4, Media Lesson)	I am able to draw a still life object using a viewfinder and color what I see using oil pastel crayons. (Arts Attack Grade 4, Composition Lesson)
INSTRUCTION	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
ASSESSMENT	R, OB, P	R, OB, P	R, OB, P

3FAV 02.	Develops and communicates imaginative and inventive ideas. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I created an owl using lines to show the shape, the face and pattern of feathers.	I created a picture of children throwing snowballs outside on a snowy day.	I created colorful eggs on top of grass in a basket.
INSTRUCTION	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
ASSESSMENT	OB, P	OB, P	OB, P

NOTE:

Chapter 12 IAC means the essential concept and skill is noted in this legislation, which is used, to accredit schools.

Concordia Publishing House means that the essential concept and skill was extracted from the purchased curriculum.

DLS means these concepts and skills were identified by Dubuque Lutheran School staff as being essential to the curriculum.

DLS Pastors means these concepts and skills were identified and/or modified by Dubuque Lutheran School pastors as being essential to the curriculum.

ICC means the essential concept and skill was included in the Iowa Core Curriculum as it was initially presented.

ICC/MCC means the essential concept and skill is part of the national collaboration of Iowa Core Curriculum and the Model Core Curriculum.

Northern Arizona University means that the essential concept and skill was extracted from the purchased curriculum