

Essential Elements for 3rd grade 1st quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.	
		Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Proximal Precursor:	Can answer questions posed by others asking who and what about the key details in a familiar narrative
		Target:	Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them
		Successor:	Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RL.3.2	Associate details with events in stories from diverse cultures.	
		Initial Precursor:	Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence)
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Proximal Precursor:	The student can represent a conceptual connection between a detail and an event in a familiar text
		Target:	Can associate details with events in stories from fables, folktales or diverse cultures
		Successor:	Can retell stories from various cultures, such as myths, fables, and folktales, by recounting key details from them
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RL.3.3	Identify the feelings of characters in a story.	
		Initial Precursor:	The student is able to use or identify feeling words related to self, such as happy, sad, tired, worried, or angry
		Distal Precursor:	Student can identify words in a familiar text that are associated with feelings
		Proximal Precursor:	Student can identify the feelings of characters when explicitly stated in familiar stories
		Target:	Can identify the feelings of specific characters in narratives
		Successor:	Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.	

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		Initial Precursor:	Student engages in a behavior indicating he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling), and noise	
		Distal Precursor:	Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object	
		Proximal Precursor:	Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story	
		Target:	Can determine the events that occur at the beginning, middle, and end of a familiar, linear story	
		Successor:	Student can identify the beginning and end of an unfamiliar story	
Major Claim	Students can comprehend text in increasingly complex ways			
Conceptual Area	ELA.C1.1	Determine critical elements of text		
	EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.		
		Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it	1
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events	1
		Proximal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts	1
		Target:	Can answer questions posed by others regarding the concrete details of an informational text	1
		Successor:	Can identify words or details to answer a question about explicit information presented in the text	

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.			
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)		
	3.NBT.2	Demonstrate understanding of place value to tens.		
		Initial Precursor:	☒ Recognize separateness ☒ Recognize set	
		Distal Precursor:	Explain ten as a composition of ten ones	
		Proximal Precursor:	☒ Recognize multiple tens and something ☒ Compose numbers based on tens	
		Target:	Explain place value for ones and tens	
		Successor:	☒ Explain the relationship between rounding and place value place value for hundreds	☒ Explain

Major Claim	Students demonstrate increasingly complex understanding of number sense.			
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)		
	3.NBT.3	Count by tens using models such as objects, base ten blocks, or money		

		Initial Precursor:	☐Recognize before ☐Recognizeafter
		Distal Precursor:	Explain number sequence pattern
		Proximal Precursor:	☐Rote count to 30 ☐Count to 30
		Target:	Skip count by 10s
		Successor:	☐Skip count by 10s starting at a multiple of 10 ☐Count with dimes ☐Count with 10 dollar bills ☐Explain repeatedaddition
Major Claim	Students demonstrateincreasingly complexunderstanding of number sense.		
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)	
	3.NF.1-3	Differentiate a fractional part from a whole	
		Initial Precursor:	Recognize some
		Distal Precursor:	☐Recognize separateness ☐Recognize wholeness
		Proximal Precursor:	Partition shapes
		Target:	☐Recognize parts of a given whole or a unit ☐Explain unit fraction
		Successor:	☐Recognize fraction ☐Recognize whole on an area model ☐Recognize one half on an area model

Physical Education

T: Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)
T: Identify health related fitness components
T: Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control)
T: Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands).
T: Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)
T: Demonstrate respect for all students regardless of individual differences in skills and abilities.

Essential Elements for 3rd grade 2nd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RI.3.2	Identify details in a text	
		Initial Precursor:	Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e. object permanence)
		Distal Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
		Proximal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text
		Target:	Can identify the concrete details mentioned in beginner level informational texts
		Successor:	Able to identify explicit details in an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RI.3.3	Order two events from a text as "first" and "next".	
		Initial Precursor:	Can identify the next step or event in a sequence from a familiar routine
		Distal Precursor:	As a result of experience with a routine, the student is able to identify actions associated with the routine
		Proximal Precursor:	Can identify specific events in a familiar information text
		Target:	Can identify the order in which two events occur in an informational text
		Successor:	Can identify information that indicates the temporal order of ideas or events presented in an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
	EE.RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.	
		Initial Precursor:	Can produce some type of communication (body movement, sound, facial expression, or gaze) indicating he or she desires a specific object in his or her immediate environment, such as food or a toy
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Proximal Precursor:	Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text
		Target:	Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents, and glossaries
		Successor:	Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings

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Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	

	EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
	Distal Precursor:	Can demonstrate understanding of the names of objects or people who are not immediately present
	Proximal Precursor:	Can provide real-life examples of words connected to a use (describe people who are friendly)
	Target:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones
	Successor:	Can identify simple semantic definitions for unambiguous words in a text
Major Claim	Students can comprehend text in increasingly complex ways	
Conceptual Area	ELA.C1.2	Construct understandings of text
	EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
	Distal Precursor:	Can demonstrate understanding of the names of objects or people who are not immediately present
	Proximal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
	Target:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones
	Successor:	Can identify simple semantic definitions for unambiguous words in a text

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.	
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations
	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.
	Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize set
	Distal Precursor:	<input type="checkbox"/> Combine sets <input type="checkbox"/> Demonstrate the concept of addition <input type="checkbox"/> Partition sets <input type="checkbox"/> Demonstrate the concept of subtraction
	Proximal Precursor:	<input type="checkbox"/> Recognize the addition sign <input type="checkbox"/> Explain the function of the addition sign <input type="checkbox"/> Represent addition with equations <input type="checkbox"/> Recognize the subtraction sign <input type="checkbox"/> Explain the function of the minus sign <input type="checkbox"/> Represent subtraction with equations <input type="checkbox"/> Recognize the equal sign <input type="checkbox"/> Explain the function of the equal sign
	Target:	<input type="checkbox"/> Determine the unknown in a subtraction equation <input type="checkbox"/> Determine the unknown in an addition equation
	Successor:	<input type="checkbox"/> Solve join problems <input type="checkbox"/> Solve part-part-whole problems <input type="checkbox"/> Solve compare problems <input type="checkbox"/> Solve separate problems

Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.2	Solve problems involving area, perimeter, and volume	
	3.G.2	Recognize that shapes can be partitioned into equal areas	
		Initial Precursor:	<input type="checkbox"/> Recognize unit <input type="checkbox"/> Recognize wholeness <input type="checkbox"/> Recognize parts of a given whole or a unit
		Distal Precursor:	Partition shapes
		Proximal Precursor:	<input type="checkbox"/> Model equal part <input type="checkbox"/> Partition circle into 2 equal parts <input type="checkbox"/> Partition circle into 3 equal parts <input type="checkbox"/> Partition circle into 4 equal parts <input type="checkbox"/> Partition a rectangle into rows and columns <input type="checkbox"/> Partition rectangle into 2 equal parts <input type="checkbox"/> Partition rectangle into 3 equal parts <input type="checkbox"/> Partition rectangle into 4 equal parts
		Target:	Partition any shape into equal parts
		Successor:	<input type="checkbox"/> Recognize one tenth on an area model <input type="checkbox"/> Recognize one third on an area model <input type="checkbox"/> Recognize one half on an area model <input type="checkbox"/> Recognize one fourth on an area model
Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures		
Conceptual Area	M.C.3.1	Understand and use measurement principles and units of measure	
	3.MD.1	Tell time to the hour on a digital clock	
		Initial Precursor:	<input type="checkbox"/> Attend <input type="checkbox"/> Recognize different
		Distal Precursor:	<input type="checkbox"/> Recognize measurable attributes
		Proximal Precursor:	<input type="checkbox"/> Recognize the hour on a digital clock <input type="checkbox"/> Recognize the minute on a digital clock
		Target:	<input type="checkbox"/> Tell time to the hour
		Successor:	<input type="checkbox"/> Tell time to the half hour <input type="checkbox"/> Tell time to the quarter hour

Physical Education

T: Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention
T: Recognize body signals that indicate injury and seek assistance
T: Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)
T: Demonstrate combination of tumbling skills
T: Demonstrate basic inverted balances (e.g., tripod, headstand)

Essential Elements for 3rd grade 3rd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.3.8	Identify two related points the author makes in an informational text.
		Initial Precursor:	When attending, react to a change to an object or situation
		Distal Precursor:	Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects
		Proximal Precursor:	Can identify the relationship between multiple concrete facts or details in a literature or informational text
		Target:	Can find two points made by an author of an informational text that relate to each other
		Successor:	Can provide the reasons an author includes (i.e. details) that support the points of an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.L.3.5.a	Determine the literal meaning of words and phrases in context
		Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Proximal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
		Target:	Can determine the literal meaning of words and phrases using the context in which they are located
		Successor:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.L.3.5.c	Identify words that describe personal emotional states.
		Initial Precursor:	The student is able to identify feeling words related to self, such as happy, sad, tired, worried, or angry
		Distal Precursor:	Student exhibits an understanding of basic feeling words, including happy, sad, mad
		Proximal Precursor:	Student exhibits an understanding of feeling words
		Target:	Student can identify feeling words to describe himself or herself
		Successor:	Can describe the internal (motivations, feelings) and external traits (appearance) of a character
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
		EE.RL.3.9	Identify common elements in two stories in a series
		Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Proximal Precursor:	The student can represent a conceptual connection between a detail and an event in a familiar text
		Target:	Can pick out the story elements, such as characters, settings, and events, across two narratives with the same series of books
		Successor:	Can use the similarities in the plots of different narratives to compare them

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RI.3.9	Identify similarities between two texts on the same topic	
		Initial Precursor:	Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it
		Distal Precursor:	Can recognize when he or she encounters familiar people, objects, places, and events
		Proximal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Target:	Can determine how various informational texts on the same topic are similar in what is presented on the topic
		Successor:	Can compare informational texts on the same topic based on the specific details used to discuss the topic

Math

Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures		
Conceptual Area	M.C3.1	Understand and use measurement principles and units of measure	
	3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks	
		Initial Precursor:	Recognize attribute values
		Distal Precursor:	Make direct comparison of 2 lengths
		Proximal Precursor:	☑ Demonstrate iteration of length unit ☑ Measure length using informal units
		Target:	☑ Use an appropriate tool to measure length using inches ☑ Use an appropriate tool to measure length using feet
		Successor:	Compare lengths of 2 or more objects using standard tools
Major Claim	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		
Conceptual Area	M.C3.2	Represent and interpret data displays	
	3.MD.3	Use picture or bar graph data to answer questions about data	
		Initial Precursor:	☑ Recognize attribute values ☑ Arrange objects in pairs
		Distal Precursor:	☑ Classify ☑ Order objects

		Proximal Precursor:	<input type="checkbox"/> Recognize the structure of a bar graph <input type="checkbox"/> Recognize the structure of a picture graph
		Target:	<input type="checkbox"/> Use bar graphs to read the data <input type="checkbox"/> Use picture graphs to read the data
		Successor:	Use graphs to read between the data
Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C4.1	Use operations and models to solve problems	
	3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum.	
		Initial Precursor:	<input type="checkbox"/> Recognize subset <input type="checkbox"/> Recognize set <input type="checkbox"/> Recognize separateness
		Distal Precursor:	<input type="checkbox"/> Demonstrate the concept of addition <input type="checkbox"/> Combine sets <input type="checkbox"/> Combine
		Proximal Precursor:	<input type="checkbox"/> Represent repeated addition with an equation <input type="checkbox"/> Represent repeated addition with a model
		Target:	Solve repeated addition problems
		Successor:	Demonstrate the concept of multiplication

Physical Education

T: Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space)
T: Apply fundamental and specialized skills in lead-up games
T: Identify appropriate cooperative, social, and teamwork skills while participating in game situations
T: Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)
T: Demonstrate a variety of sport specific lead-up games
T: Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)

Essential Elements for 3rd grade 3rd quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.W.3.2.a	Select a topic and write about it including one fact or detail	
		Initial Precursor:	Turns own body, head, or otherwise directs own attention to objects or people
		Distal Precursor:	Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice
		Proximal Precursor:	Student can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it
		Target:	Can write about a specific topic using facts and details to describe the topic
		Successor:	Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
	EE.W.3.4	With guidance and support produce writing that expresses more than one idea.	
		Initial Precursor:	Turns own body, head, or otherwise directs own attention to objects or people
		Distal Precursor:	Sustains own attention to objects, pictures or multimedia for more than a fleeting moment
		Proximal Precursor:	Can use two words together when producing a written text
		Target:	Writes more than one idea about a topic
		Successor:	Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea

Math

Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C4.1	Use operations and models to solve problems	
	3.OA.8	Solve one-step real world problems using addition or subtraction within 20	
		Initial Precursor:	☑ Combine sets ☑ Partition sets
		Distal Precursor:	☑ Demonstrate the concept of addition ☑ Demonstrate the concept of subtraction

		Proximal Precursor:	<input type="checkbox"/> Determine the unknown in an addition equation <input type="checkbox"/> Determine the unknown in a subtraction equation
		Target:	<input type="checkbox"/> Solve subtraction word problems within 100 <input type="checkbox"/> Solve addition word problems within 100
		Successor:	Solve 2-step addition and subtraction word problems
Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C4.1	Understand patterns and functional thinking	
	3.OA.9	Identify arithmetic patterns	
		Initial Precursor:	<input type="checkbox"/> Recognize same <input type="checkbox"/> Recognize different
		Distal Precursor:	<input type="checkbox"/> Order objects <input type="checkbox"/> Classify <input type="checkbox"/> Contrast objects
		Proximal Precursor:	Recognize patterns
		Target:	<input type="checkbox"/> Recognize repeating patterns <input type="checkbox"/> Recognize symbolic patterns <input type="checkbox"/> Recognize growing patterns
		Successor:	<input type="checkbox"/> Extend a symbolic pattern by applying the rule <input type="checkbox"/> Recognize the pattern rule in a growing pattern

Physical Education

T: Define and differentiate between tempo and beat
T: Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)
T: Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher directed routine using streamers)
T: Demonstrate simple step patterns (e.g., step-together step-touch), and scattered formations in dance
T: Demonstrate simple dance mixers (changing partner)