

## English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<ul style="list-style-type: none"> <li>Ask and answer questions</li> </ul>	<b>RL.3.1</b> <b>RI.3.1</b>	Explicit
Spiraling	<ul style="list-style-type: none"> <li>Vocabulary (Context clues)</li> </ul>	<b>RL.3.4</b> <b>RI.3.4</b>	Phrase, specific, topic
14	<ul style="list-style-type: none"> <li>Character Traits</li> </ul>	<b>RL.3.3</b>	describe, character traits
Spiraling	<ul style="list-style-type: none"> <li>Parts of a stories, dramas, and poems</li> </ul>	<b>RL.3.5</b>	Chapter, drama, poem, stanza, line

## Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<ul style="list-style-type: none"> <li>Write <b>narratives</b> to develop real or imagined experiences or events.</li> </ul>	<b>W.3.3</b>	Editing, event, purpose, revision, strengthen, closure, transition words, task, describing
Spiraling	<ul style="list-style-type: none"> <li>Use digital tools to produce writing</li> <li>Short research projects</li> <li>Recall information from experiences</li> </ul>	<b>W.3.4</b> <b>W.3.5</b> <b>W.3.6</b>	Digital tools, interact, publish Topic Digital sources, evidence

## Speaking and Listening

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<ul style="list-style-type: none"> <li>Prepare for a discussion about a topic (follow</li> </ul>	<b>SL.3.1</b>	topic

	rules, ask questions to check for understanding, explain ideas)		
14	<ul style="list-style-type: none"> <li>❑ Determine main idea and details of a read aloud visually, quantitatively, and orally</li> </ul>	<b>SL.3.2</b>	Main idea, supporting detail, quantitatively
Spiraling	<ul style="list-style-type: none"> <li>❑ Ask and answer questions from a speaker</li> </ul>	<b>SL.3.3</b>	

## Foundational Skills

<b>Timeline</b> (# of days)	<b>❑ Topic</b>	<b>Standards</b>	<b>Key Vocabulary</b>
<b>Spiraling</b>	<ul style="list-style-type: none"> <li>❑ Create readable documents with legible handwriting</li> <li>❑ Know and apply grade level phonics and word analysis skills in decoding words</li> <li>❑ Accuracy and Fluency to support comprehension</li> </ul>	<b>RF.3.2</b> <b>RF.3.4</b> <b>RF.3.5</b>	Analysis, decode, multisyllabic, suffixes Expression, fluency, fluid reading, prose, purpose, self-correct

## Language Skills

<b>Timeline</b> (# of days)	<b>Topic</b>	<b>Standards</b>	<b>Key Vocabulary</b>
<b>Spiraling</b>	<ul style="list-style-type: none"> <li>❑ Grammar and Usage               <ul style="list-style-type: none"> <li>❑ Convention</li> </ul> </li> </ul>	<b>L.3.1</b>	Capitalization, punctuation, commas, types of sentences
<b>Spiraling</b>	<ul style="list-style-type: none"> <li>❑ Convention</li> </ul>	<b>L.3.2</b>	Capitalization, punctuation
<b>Spiraling</b>	<ul style="list-style-type: none"> <li>❑ Choose words and phrases for effect</li> </ul>	<b>L.3.3</b>	Phrases

## ELA

### Standards

#### Reading Literature/Informational

**RI.3.1 and RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

**RL.3.5** Refer 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.

#### Speaking and Listening

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Reading Foundational

**RF.3.2** Create readable documents with legible handwriting (manuscript and cursive).

**RF.3.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.

**RF.3.5** Read with sufficient accuracy and fluency to support comprehension.

#### Language

**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8.)

**L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

**L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

# I Can Statements

**RL.3.1** I can ask and answer questions about a text to show that I understand what I have read. I can refer back to the text to find my answers.

**RL.3.4** I can use clues in a sentence to help me figure out the meaning of a word or phrase.

**R.3.4** I can tell the meaning of words and phrases from 3rd grade nonfiction text.

**RL.3.3** I can describe the characters in the story and explain how their actions help to develop the events in the story.

**RL.3.5** I can use terms such as chapter, scene, and stanza to refer to different types of text.

**SL.3.1** I can add to other people's ideas and include my own in the discussion.

**SL.3.2** I can retell important ideas and details about a text I have heard or read aloud in class.

**SL.3.3** I can ask and answer questions to help me understand what someone is talking about.

**SL.3.4** I can report on a topic or text, or retell an event using facts and describing words in a loud, clear voice.

**L.3.1** I can show that I know how to use words correctly when I write and speak; I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences; I can correctly say, write and use all kinds of plural nouns; I can correctly use abstract nouns; I can use correctly say, write and use regular and irregular verbs. (See -2-3 Grammar Continuum pages 40-43 in NC Standards book)

**L.3.2** I can use correct capitalization, punctuation, and spelling when writing.

**L.3.3** I can use my knowledge about language its grammar and usage to make effective choices in my writing or speaking or to aid comprehension when reading or listening.

## Resources

**Rooted In Reading** August, September, October

NCDPI

<https://ncdpi.instructure.com/courses/914/pages/ela-standards-with-clarification-and-glossary>

## Writing

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

**W.3.4** With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as

well as to interact and collaborate with others.

**W.3.5** Conduct short research projects that build knowledge about a topic.

**W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## I Can Statements

**W3.3** I can write a narrative to develop real or imagined experiences and events.

**W3.4** I can get help from my teachers, to help develop and organize my writing.

## Resources

Write from the Beginning  
Thinking Maps

<b>Math</b>			
<b>Timeline</b> (# of days)	<b>Topic</b>	<b>Standards</b>	<b>Key Vocabulary</b>
<b>20</b>	<input type="checkbox"/> Use place value to add and subtract.	<b>NC.3.NBT.2</b>	Commutative property of addition, identity property of addition,
<b>Spiraling</b>	<input type="checkbox"/> Solve two-step problems.	<b>NC.3.OA.8</b>	In all, difference, left, total, combined, how many more, altogether
<b>11</b>	<input type="checkbox"/> Represent and interpret data.	<b>NC.3.MD.3</b>	Line plot, bar graph, intervals, key, picture graph, frequency table, tallies
<b>14</b>	<input type="checkbox"/> Multiplication	<b>NC.3.OA.1</b> <b>NC.3.NBT.3</b>	equal groups, arrays, repeated addition, decomposing, properties, each
<b>Spiraling</b>	<input type="checkbox"/> Fact Fluency & One-step problems with multiplication, Patterns on a hundreds board.	<b>NC.3.OA.3- part 1</b> <b>NC.3.OA.7</b> <b>NC.3.OA.9</b>	

## **NC Check-In 1**

### **Assessed Standards**

**NC.3.MD.3**

**NC.3.NBT.2**

**NC.3.OA.1** (will focus on the entire standard except decomposing a factor and the associative property of multiplication)

**NC.3.OA.3** (will focus on multiplication)

**NC.3.OA.8** (will focus on addition and subtraction)

# Math

## Standards

**NC.3.NBT.2** Add and subtract whole numbers up to and including 1,000.

- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

**NC.3.OA.8** Solve two-step word problems using addition, subtraction, and multiplication representing problems using equations with a symbol for the unknown number.

**NC.3.MD.3** Represent and interpret scaled picture and bar graphs:

- Collect data by asking a question that yields data in up to four categories.
- Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
- Solve one and two step “how many more” and “how many less” problems using information from these graphs

**NC.3.OA.1** For products of whole numbers with two factors up to and including 10:

- Interpret the factors as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative property and associative properties.

## I Can Statements

- I CAN identify patterns that I see in the addition and multiplication tables.
- I CAN use what I know about place value to help me round whole numbers to the nearest 10 or 100.
- I CAN add and subtract numbers to 1,000 using strategies and properties that I know.
- I CAN also use estimation and mental math to help me with this.

- I CAN solve 2 step word problems using the 4 operations.

- I CAN draw a scaled picture graph and a scaled bar graph to show data.
- I CAN also solve one and two step problems that ask “how many more” or “how many less.”
- I CAN measure lengths using a ruler to the nearest quarter inch.
- I CAN also show data by making a line plot.

- I CAN interpret products of whole numbers (for example,  $5 \times 7$  is 5 groups of 7 items).
- I CAN use multiplication within 100 to solve word problems.
- I CAN solve two step problems using all 4 operations.
- I CAN apply and understand the multiplication properties .
- I CAN solve problems involving all 4 operations, and identify patterns in the

## Resources

### Go Math Chapter 1

1.2, 1.3 (do not introduce compatible number strategies),  
1.6 & 1.7, 1.7.1 (extra practice to meet fluency expectations),  
1.8 (do not introduce compatible number strategies),  
1.10, 1.11, 1.11.1 (practice to meet fluency expectations),  
1.12.1 (practice with one- and two-step word problems)

### Go Math Chapter 2

(2.2 & 2.3, 2.4 & 2.5, 2.6, 2.7)

### Go Math Chapter 3

(3.1, 3.2, 3.4.1 (connect equal groups to arrays), 3.5 & 3.6, 3.7)  
Rhymes and Times  
Math Wrap Ups  
Imagine Math Facts

### Go Math Chapter 3, 4, 5

<p><b>NC.3.OA.3</b> Represent, interpret, and solve one-step problems involving multiplication and division.</p> <ul style="list-style-type: none"> <li>Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.</li> </ul> <p><b>NC.3.OA.7</b> Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.</p> <ul style="list-style-type: none"> <li>Known from memory all products and factors up to and including 10.</li> <li>Illustrate and explain the relationship between multiplication and division.</li> <li>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</li> </ul>	<p>addition or multiplication tables.</p> <ul style="list-style-type: none"> <li>I CAN figure out the unknown number in a multiplication or division equation.</li> <li>I CAN use what I know about place value and properties to help me do multi-digit arithmetic.</li> </ul> <ul style="list-style-type: none"> <li>I CAN solve multiplication and division word problems within 100.</li> <li>I CAN apply and understand the multiplication properties.</li> <li>I CAN also use them to help me multiply &amp; divide.</li> <li>I CAN multiply and divide within 100 fluently. By the end of 3rd grade I will have them memorized!!</li> </ul>	<p>*Go Math Guidance Document:  <a href="https://drive.google.com/open?id=1GRBAwZlq5cDj84kND4ee5AaDjcdNXhXV">https://drive.google.com/open?id=1GRBAwZlq5cDj84kND4ee5AaDjcdNXhXV</a></p> <p>*Go Math Fluency Document:  <a href="https://drive.google.com/open?id=14iMyeeMf8obpTfo8myC-m1l7iXl4BFy5">https://drive.google.com/open?id=14iMyeeMf8obpTfo8myC-m1l7iXl4BFy5</a></p> <p><b>Mental Math Strategies</b> link below  <a href="https://drive.google.com/file/d/1OKi6sll8-P-ti4S1_uXl72Myx5djSe8N/view?usp=sharing">https://drive.google.com/file/d/1OKi6sll8-P-ti4S1_uXl72Myx5djSe8N/view?usp=sharing</a></p> <p><b>NC DPI Instructional Unpacking Support</b>  <a href="https://tools4ncteachers.com/resources/strict-leaders/documents/2017-3rd-unpacking-view.pdf">https://tools4ncteachers.com/resources/strict-leaders/documents/2017-3rd-unpacking-view.pdf</a></p>
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### EOG Math Weight Distribution

Domain	Grade 3
Operations and Algebraic Thinking	32-36%
Number and Operations in Base Ten	9-13%
Number and Operations- Fractions	28-32%
Measurement and Data, Geometry	23-27%
<b>Total</b>	100%