



Third Grade 1st Nine Weeks

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<input type="checkbox"/> Ask and answer questions	RL.3.1 RI.3.1	Explicit
Spiraling	<input type="checkbox"/> Vocabulary (Context clues)	RL.3.4 RI.3.4	Phrase, specific, topic
14	<input type="checkbox"/> Character Traits	RL.3.3	describe, character traits
Spiraling	<input type="checkbox"/> Parts of a stories, dramas, and poems	RL.3.5	Chapter, drama, poem, stanza, line
Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<input type="checkbox"/> Write narratives to develop real or imagined experiences or events.	W.3.3	Editing, event, purpose, revision, strengthen, closure, transition words, task, describing
Spiraling	<input type="checkbox"/> Use digital tools to produce writing <input type="checkbox"/> Short research projects <input type="checkbox"/> Recall information from experiences	W.3.4 W.3.5 W.3.6	Digital tools, interact, publish Topic Digital sources, evidence
Speaking and Listening			
Timeline (# of days)	Topic	Standards	Key Vocabulary

Spiraling	<input type="checkbox"/> Prepare for a discussion about a topic (follow	SL.3.1	topic
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	rules, ask questions to check for understanding, explain ideas)		
14	<input type="checkbox"/> Determine main idea and details of a read aloud visually, quantitatively, and orally	SL.3.2	Main idea, supporting detail, quantitatively
Spiraling	<input type="checkbox"/> Ask and answer questions from a speaker	SL.3.3	

Foundational Skills

Timeline (# of days)	<input type="checkbox"/> Topic	Standards	Key Vocabulary
Spiraling	<input type="checkbox"/> Create readable documents with legible handwriting <input type="checkbox"/> Know and apply grade level phonics and word analysis skills in decoding words <input type="checkbox"/> Accuracy and Fluency to support comprehension	RF.3.2 RF.3.4 RF.3.5	Analysis, decode, multisyllabic, suffixes Expression, fluency, fluid reading, prose, purpose, self-correct

Language Skills

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<input type="checkbox"/> Grammar and Usage <input type="checkbox"/> Convention	L.3.1	Capitalization, punctuation, commas, types of sentences
Spiraling	<input type="checkbox"/> Convention	L.3.2	Capitalization, punctuation
Spiraling	<input type="checkbox"/> Choose words and phrases for effect	L.3.3	Phrases

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



Third Grade 1st Nine Weeks

Math

Timeline	Topic	Standards	Key Vocabulary	I can
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(# of days)				
1 day	1.2 Round to the nearest 10 or 100	NC.3.NBT.1	round	I can round 2 and 3 digit numbers to the nearest 10 and 100.
1 day	1.3 Estimate Sums	NC.3.NBT.1	compatible numbers estimate	I can use compatible numbers when rounding to estimate sums.
1 day	1.6 Use the break apart strategy to add	NC.3.NBT.2		I can use the break apart strategy to add 3-digit numbers.
2 days	1.7 Use place value to add	NC.3.NBT.2	regroup	I can use place value to add 3-digit numbers.
1 day	1.8 Estimate differences	NC.3.NBT.1		I can use compatible numbers and rounding to estimate differences.
1 day	1.10 Use place value to subtract	NC.3.NBT.2		I can use place value to subtract 3-digit numbers.
2 days	1.11 Combine place values to subtract	NC.3.NBT.2		I can use the combine place values strategy to subtract 3-digit numbers
1 day	1.12 Model addition and subtraction	NC.3.OA.8		I can solve addition and subtraction problems by drawing a diagram.
2 days	Chapter Review and test			
1 day	2.2 and 2.3 Use and make picture graphs	NC.3.MD.3	Key Picture graph Experiment survey	I can read and interpret data in a scaled picture graph.

1 day	2.4 and 2.5 Use and make bar graphs	NC.3.MD.3 [~]	Bar graph Horizontal bar graph Scale Vertical bar graph	I can read and interpret data in a scaled bar graph.
1 day	2.6 Solve problems using data	NC.3.MD.3	Skip count	I can solve one and two step comparison problems using data in scaled bar graphs.
1 day	2.7 Use and make line plots	NC.3.MD.4	Line plot	I can read and interpret data in a line plot and use data to make a line plot.
2 days	Review and Chapter test			
1 day	3.1 Count equal groups	NC.3.OA.1	Equal groups	I can model and skip count objects in equal groups to find a total.
1 day	3.2 Relate addition and multiplication	NC.3.OA.1	Factor Multiply Product addition	I can write an addition sentence and a multiplication sentence for a model.
1 day	3.4 Model multiplication	NC.3.OA.8		I can solve one and two step problems by drawing a diagram.
1 day	3.5 and 3.6 Arrays and Communicative Property	NC.3.OA.3 NC.3.OA.5	Array Commutative property of multiplication	I can use arrays and the commutative property of multiplication to model and find products.
1 day	3.7 Multiply with one and zero	NC.3.OA.5	Identity Property of Multiplication Zero property of Multiplication	I can model multiplication with the factors of 1 and 0.
2 days	Chapter Review and Test			

Math

Resources

*Go Math Guidance Document:

https://drive.google.com/open?id=1GRBAwZ_lq5cDj84kND4ee5AaDjcdNXhXV

*Go Math Fluency Document:

https://drive.google.com/open?id=14iMyee_Mf8obpTfo8myC-mll7iXl4BFy5

Mental Math Strategies link below https://drive.google.com/file/d/1OKi6sll8-P-t_i4S1_uxl72Myx5djSe8N/view?usp=sharing

NC DPI Instructional Unpacking Support https://tools4ncteachers.com/resources/di_strict-leaders/documents/2017-3rd-unpac_king-view.pdf

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%
Total	100%