



Third Grade 2nd Nine Weeks

| English Language Arts (ELA) | | | |
|-----------------------------|--|--------------------------------|--|
| Timeline (# of days) | Topic | Standards | Key Vocabulary |
| 10 | <ul style="list-style-type: none"> □ Main Idea, Central Message | RI.3.2 RL.3.2 | Central message, conveyed, fable, folktales, key details, main idea, recount |
| 5 | <ul style="list-style-type: none"> □ Explain how illustrations, maps, and photographs contribute to what is conveyed by the words | RL.3.7 RI.3.7 | illustrations |
| 5 | <ul style="list-style-type: none"> □ Use text features and search tools to locate information | RI.3.5 | Search tools, headings, captions, glossary, index, table of contents, charts, graphs |
| 10 | <ul style="list-style-type: none"> □ Sequencing | RL.3.3 | Sequence of events |
| Writing | | | |
| Timeline (# of days) | Topic | Standards | Key Vocabulary |
| Spiraling | <ul style="list-style-type: none"> □ Write narratives to develop real or imagined experiences or events. | W.3.3 | Editing, event, purpose, revision, strengthen, closure, transition words, task, describing |

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| 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 |
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| Speaking and Listening | | | |
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| Timeline (# of days) | Topic | Standards | Key Vocabulary |
| Spiraling | <input type="checkbox"/> Prepare for a discussion about a topic (follow rules, ask questions to check for understanding, explain ideas) | SL.3.1 | topic |
| 15 | <input type="checkbox"/> Determine main idea and details of a read aloud visually, quantitatively, and orally | SL.3.2 | main idea supporting details quantitatively |
| Spiraling | <input type="checkbox"/> Ask and answer questions from a speaker | SL.3.3 | asking questions |
| 15 | <input type="checkbox"/> Report on a topic with facts and details | SL.3.4 | Recount relevant evidence topic |
| Language Skills | | | |
| Timeline (# of days) | Topic | Standard | Key Vocabulary |
| Spiraling | <input type="checkbox"/> Grammar and Usage | L.3.1 | nouns, pronouns, verbs, adjectives |
| Spiraling | <input type="checkbox"/> Convention | L.3.2 | Capitalization, punctuation |
| Spiraling | <input type="checkbox"/> Choose words and phrases for effect | L.3.3 | Phrases |

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| Spiraling | <ul style="list-style-type: none"> ❑ Multiple-meaning words and phrases using strategies: <ul style="list-style-type: none"> ❑ Context clues ❑ Word parts ❑ Word relationships ❑ Reference materials | L.3.4 | Context clues, multiple-meaning words and phrases, reference materials, word relationship |
| Spiraling | <ul style="list-style-type: none"> ❑ Grade appropriate conversational words and phrases, general academic, domain specific, and spatial relationships | L.3.6 | Conversational words, domain-specific vocabulary, general academic, spatial relationships |

English Language Arts (ELA)

Standards

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently

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

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 other's ideas and expressing their own clearly.

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 details.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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 K-1 conventions continuum. (See Language Standards – Conventions Continuum page 11.)

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

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

I Can Statements

RI.3.2 I can identify the main idea of a text. I can explain how important details support the main idea.

R. 3.2 I can recount a story that I have heard or read. I can tell the message or moral of the story by using details from the text.

RI.3.7 I can use information from illustrations and the words in a text, to help me fully understand the text.

RL3.5 I can describe how new parts of fiction build on the parts that have already happened.

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

SL.3.1 I can participate in a variety of discussions on 3rd grade topics and texts. 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. **SL.3.5** I

can record myself reading stories or poems fluently. I can use pictures/ visuals to enhance certain facts or details

L.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.

L.3.2 I can recount a story that I have heard or read. I can tell the message or moral of the story by using details from the text. **L.3.3** I can describe the characters in a story and explain how their actions help to develop the events in the story.

Resources

Reading A-Z

Rooted in Reading
Imagine Learning-Reading

NCDPI

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

Writing

Standards

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

W.3.3 I can write a narrative to develop real or imagined experiences and events.

W.3.4 I can get help from my teachers, to help develop and organize my writing.

W.3.5 I can get help from my peers and teachers, to edit and improve my writing.

W.3.6 I can work with my peers on a variety of writing projects.

Resources

Write From The Beginning and Beyond

Thinking Maps

**Third Grade 2nd Nine Weeks****Math**

| Timeline (# of days) | Topic | Standards | Key Vocabulary | I Can |
|---------------------------------|--|----------------------------|--|--|
| 1 day | 4.1 Multiply with two and four | 3.OA. 3 | Factor product | I can multiply with the factors of 2 and 4. |
| 1 day | 4.2 Multiply with 5 and 10 | 3.OA. 3 | Multiple | I can multiply with the factors 5 and 10. |
| 1 day | 4.3 Multiply with 3 and 6 | 3.OA. 3 | | I can multiply with the factors 3 and 6. |
| 1 day | 4.4 and 4.5 Distributive property with the multiple 7 | 3.OA. 5 3.OA. 7 | Distributive property Addend Sum Commutative property | I can use the distributive property with the factor of 7. |
| 1 day | 4.7 Patterns on the Multiplication table | 3.OA. 9 | Even Odd | I can identify and explain patterns on the multiplication table. |

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| 1 day | 4.8 Multiply with 8 | 3.OA.7 | | I can multiply with a factor of 8. |
| 1 day | 4.9 Multiply with 9 | 3.OA.7 | subtraction | I can multiply with a factor of 9. |
| 1 day | 4.10 Problem Solving with multiplication | 3.OA.8 3.OA.9 | | I can solve multiplication problems by making a table. |
| 2 days | Chapter Review and Test | | | |
| 1 day | 5.1 Describe Patterns | 3.OA.9 | pattern | I can identify and describe a number pattern in a table. |
| 1 day | 5.3 Use the distributive property | 3.NBT.3 | Distributive property | I can solve multiplication problems by drawing a diagram. |
| 1 day | 5.4 Strategies with multiples of 10 | 3.NBT.3 | Multiple Place value tens | I can multiply with multiples of 10. |
| 1 day | 5.5 Multiply 1-digit numbers by multiples of 10. | 3.NBT.3 | Hundreds ones | I can model and record multiplication with multiples of 10. |
| 1 day | 5.2 Find Unknown numbers | 3.OA.4 | Equation Array Commutative property Factor product | I can use an array or multiplication table to find an unknown factor. |

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| 2 days | Review and Chapter test | | | |
| 2 days | 6.1 Model Division | 3.OA.3 | | I can solve division problems by acting it out. |
| 2 days | 6.2 Size of equal groups | 3.OA.2 | Divide Equal groups | I can use models to explore the meaning of division. |
| 2 days | 6.3 Number of equal groups | 3.OA.2 | | I can use models to explore the meaning of division. |
| 1 day | 6.4 Model with bar models | 3.OA.2 | Dividend Divisor Quotient | I can model division by using equal groups and bar models. |
| 1 day | 6.5 Relate Subtraction and Division | 3.OA.3 | | I can use repeated subtraction and a number line to relate subtraction to division. |
| 1 day | 6.6 Model with Arrays | 3.OA.3 | array | I can model division by using arrays. |
| 1 day | 6.7 Relate Multiplication and Division | 3.OA.6 | Inverse operations | I can relate multiplication and division as inverse operations. |
| 1 day | 6.8 Write related facts | 3.OA.7 | Related facts Factor product | I can write related multiplication and division facts. |

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| 1 day | 6.9 Division rules for 1 and 0. | 3.OA.5 | Identity property of multiplication | I can divide using the rules for 1 and 0. |
| 2 days | Review and Chapter test | | | |
| 1 day | 7.1 and 7.5 Divide by 2 and 4 | 3.OA.3 3.OA.7 | array | I can divide by 2 and 4. |
| 1 day | 7.2 and 7.3 Divide by 5 and 10 | 3.OA.3 3.OA.7 | Dividend Divisor Factor product | I can divide by 5 and 10. |
| 1 day | 7.4 and 7.6 Divide by 3 and 6 | 3.OA.7 | | I can divide by 3 and 6. |
| 1 day | 7.7 and 7.8 Divide by 7 and 8 | 3.OA.3 3.OA.4 3.OA.7 | | I can divide by 7 and 8. |
| 1 day | 7.9 Divide by 9 | 3.OA.7 | | I can divide by 9. |
| 1 day | 7.10 Two step problems | 3.OA.8 | | I can solve 2 step problems by acting it out. |
| 2 days | Review and Chapter test | | | |

Math Resources

*Go Math Guidance Document: https://drive.google.com/open?id=1GRBAwZlq5cDj84kND4ee5AaDjcdN_XhXV

*Go Math Fluency Document: https://drive.google.com/open?id=14iMyeeMf8obpTfo8myC-mll7iXI4BF_y5

Mental Math Strategies link below https://drive.google.com/file/d/1OKi_6sll8-P-ti4S1_uxl72Myx5djSe8N/view?usp=sharing

NC DPI Instructional Unpacking <https://tools4ncteachers.com/resources/district-leaders/documents/2017-3rd-unpacking-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% |