



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
Spiraling	<ul style="list-style-type: none"> ☐ Use digital tools to produce writing ☐ Short research projects ☐ Recall information from experiences 	W.3.4 W.3.5 W.3.6	Digital tools, interact, publish

Speaking and Listening

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<ul style="list-style-type: none"> Prepare for a discussion about a topic (follow rules, ask questions to check for understanding, explain ideas) 	SL.3.1	topic
15	<ul style="list-style-type: none"> Determine main idea and details of a read aloud visually, quantitatively, and orally 	SL.3.2	main idea supporting details quantitatively
Spiraling	<ul style="list-style-type: none"> Ask and answer questions from a speaker 	SL.3.3	asking questions
15	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Grammar and Usage 	L.3.1	nouns, pronouns, verbs, adjectives
Spiraling	<ul style="list-style-type: none"> Convention 	L.3.2	Capitalization, punctuation
Spiraling	<ul style="list-style-type: none"> Choose words and phrases for effect 	L.3.3	Phrases
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
14	<input type="checkbox"/> Understanding division	NC.3.OA.1-7	Equal groups, same amount, shared, dividend, divisor, quotient, each
15	<input type="checkbox"/> Fact Fluency & One-Step problems with division	NC.3.OA.1-7	
16	<input type="checkbox"/> Understanding Fractions	NC.3.NF.1-2	Numerator, denominator, fraction bar, whole, equal parts, shaded/not shaded, unit fraction

NC Check-In 2

Assessed Standards

NC.3.NBT.3
 NC.3.OA.2
 NC.3.OA.3
 NC.3.OA.6
 NC.3.OA.8

Math

Standards	I Can Statements	Resources
<p>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 and associative properties.</p> <p>NC.3.OA.2 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.</p> <p>NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division. • 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. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem</p> <p>NC.3.OA.6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.</p> <p>NC.3.OA.7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. • Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the</p>	<p>I CAN solve multiplication and division word problems within 100.</p> <p>I CAN interpret what a quotient is. I know that it is the number of groups or the number of objects in a group.</p> <p>I CAN understand division as an unknown factor problem.</p> <p>I CAN multiply and divide within 100 fluently. By the end of 3rd grade I will have them memorized!!</p> <p>I CAN apply and understand the multiplication properties. I CAN also use them to help me multiply & divide.</p> <p>I CAN multiply and divide within 100 fluently. By the end of 3rd grade I will have them memorized!!</p> <p>I CAN apply and understand the multiplication properties. I CAN also use them to help me multiply & divide. I CAN understand that a fraction is a part of a whole.</p> <p>I CAN understand that a fraction is a number on a number line between 0 and 1.</p> <p>I CAN explain equivalent fractions, and compare fractions. I CAN also express a whole number as a fraction.</p>	<p>Go Math Chapter 6 (6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9)</p> <p>Go Math Chapter 7 (7.1 & 7.5, 7.2 & 7.3, 7.4 & 7.6, 7.7 & 7.8, 7.9, 7.9.1 (Add lesson with mixed 1- step problems), 7.9.2 (add lesson with mixed multi-step problems), 7.10</p> <p>Go Math Chapter 8 8.1.1 (see guidance document), 8.3, 8.4, 8.5, 8.5.1 (placing fractions on a number line between 0 and 1), 8.5.2 (placing fractions on a number line, including fractions greater than 1), 8.6</p> <p>*Go Math Guidance Document: https://drive.google.com/open?id=1GRBAwZlq5cDj84kND4ee5AaDjcdN XhXV</p> <p>*Go Math Fluency Document: https://drive.google.com/open?id=14iMyeeMf8obpTfo8myC-mll7iXI4BF y5</p> <p>Mental Math Strategies link below https://drive.google.com/file/d/1OKI6sll8-P-ti4S1_uXl72Myx5djSe8N/view?usp=sharing</p>

<p>unknown whole number in a multiplication or division equation relating three whole numbers</p> <p>NC.3.NF.1 Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models.</p> <p>NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models. • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.</p>		<p>NC DPI Instructional Unpacking https://tools4ncteachers.com/resources/district-leaders/documents/2017-3rd-unpacking-view.pdf</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%
Total	100%