

ELA			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<input type="checkbox"/> Central Message, Moral, Lesson of Story	<input type="checkbox"/> RL.3.2	Central Message, Moral, Lesson of Story
5	<input type="checkbox"/> Distinguish your own point of view from that of the narrator, those of the characters, or author of information text	<input type="checkbox"/> RL.3.6 <input type="checkbox"/> RI.3.6	Point of view
10	<input type="checkbox"/> Cause and effect	<input type="checkbox"/> RL.3.3 <input type="checkbox"/> RI.3.3	Cause and effect
Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
10	<input type="checkbox"/> Write opinion pieces on topics or texts, supporting a point of view with reasons.	<input type="checkbox"/> W.3.1	Editing, linking words, point of view, purpose, reasons, strengthen, task, topic
Spiraling	<input type="checkbox"/> Use digital tools to produce writing <input type="checkbox"/> Short research projects <input type="checkbox"/> Recall information from experiences	<input type="checkbox"/> W.3.4 <input type="checkbox"/> 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"> <input type="checkbox"/> Prepare for a discussion about a topic (follow rules, ask questions to check for understanding, explain ideas) 	<input type="checkbox"/> SL.3.1	topic
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Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Determine main idea and details of a read aloud visually, quantitatively, and orally 	<input type="checkbox"/> SL.3.2	main idea supporting details quantitatively
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions from a speaker 	<input type="checkbox"/> SL.3.3	asking questions
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Create fluid audio recordings adding visual displays of details and facts 	<input type="checkbox"/> SL.3.5	Recount relevant evidence topic

Language Skills

Timeline (# of days)	Topic	Standard	Key Vocabulary
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar and Usage 	L.3.1	nouns, pronouns, verbs, adjectives
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Convention 	L.3.2	Capitalization, punctuation
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Choose words and phrases for effect 	L.3.3	Phrases
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple-meaning words and phrases using strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials 	L.3.4	Context clues, multiple-meaning words and phrases, reference materials, word relationship
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of nuances in word meanings <ul style="list-style-type: none"> <input type="checkbox"/> Literal/nonliteral <input type="checkbox"/> Shades of meaning-states of mind/degrees of certainty 	L.3.5	Describe, descriptive details, literal language, word/phrase meanings, nonliteral language, word/phrase meanings, nuance

Spiraling	<input type="checkbox"/> 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
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English Language Arts (ELA)

Standards

RL.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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.6 Distinguish their own point of view from that of the author of a text

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

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.

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.

I Can Statements

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

RL 3.3 I can describe the characters in a story and explain how their actions help to develop the events in the story. **RL 3.6** I can describe how parts of a text build and continue in a story, play or poem.

RI.3.3 I can explain the relationship within a series of events using words relevant to time, sequence, and cause/effect.

RI.3.6 I can determine my own point of view from that of the author or text.

SL.3.1 I can add to other people's ideas and include my own in the discussion. I can come to the discussion prepared to participate by making sure I have read or finished the work we are discussing. I can be respectful and follow rules when myself and others are speaking. I can listen to what others are discussing and add my ideas to the same topic. I can ask questions to help me understand the topic of 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.3.5 I can record myself reading stories or poems fluently. I can use pictures/visuals to enhance certain facts or details.

Resources

NCDPI

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

Math				
Timeline (# of days)	Topic	Standards	Key Vocabulary	I can
1 day	8.1 Equal parts of a whole	NC.NF.1	Equal parts Whole Halves Thirds Fourths Sixths eighths	I can explore and identify equal parts of a whole.
1 day	8.2 Equal Shares	NC.NF.1		I can divide models to make equal shares.
1 day	8.3 Unit fractions of a whole	NC.NF.1	Fraction Unit fraction	I can use a fraction to name one part of a whole that is divided into equal parts.
1 day	8.4 Fractions of a Whole	NC.NF.1	Denominator numerator	I can read, write and model fractions that are divided into equal parts.
2 days	8.5 Fractions on a number lines	NC.NF.2		I can represent and locate fractions on a number line.
1 day	8.6 Relate fractions and whole numbers	NC.NF.3	Fraction Greater than one	I can relate fractions and whole numbers.

2 days	Chapter Review and test			
2 days	9.1 Compare Fractions	NC.NF.3	Compare Equal to Greater than Less than	I can compare fractions with models.
1 day	9.2 Compare fractions with the same denominator	NC.NF.3	Denominator	I can compare fractions with the same denominator by using models.
1 day	9.3 Compare fractions with the same numerator	NC.NF.3	numerator	I can compare fractions with the same numerator by using models.
2 days	9.6 Model equivalent fractions	NC.NF.3	Equivalent Equivalent fractions	I can model equivalent fractions in a variety of ways.
2 day	9.7 Equivalent Fractions	NC.NF.3		I can generate equivalent fractions by using models.
2 days	Chapter Review and Test			
1 day	10.1 Time to the Minute	NC.MD.1	Minute Hour Half hour Quarter hour Analog clock Digital clock	I can tell time to the nearest minute.
1 day	10.2 AM and PM	NC.MD.1	A.M. P.M. Midnight Noon	I can decide when to use A.M and P.M when telling time.

1 day	10.3 Measure time intervals	NC.MD.1	Elapsed time	I can use a number line or an analog clock to measure time intervals in minutes.
1 day	10.4 Use time intervals	NC.MD.1		I can use a number line or an analog clock to subtract time intervals.
1 day	10.6 Measure length	NC.MD.4	Inch	I can measure length to the nearest half or fourth inch to make a line plot.
2 days	10.7 Estimate and Measure liquid volume	NC.MD.2	Liquid volume Liter	I can estimate and measure liquid volume in liters.
2 days	10.8 Estimate and measure mass	NC.MD.2	Gram Kilogram mass	I can estimate and measure mass in grams and kilograms.
2 days	10.9 Solve problems with liquid, volume, and mass	NC.MD.2		I can solve problems involving liquid volumes or masses.
2 days	Chapter Review and Test			

Math Resources

*Go Math Guidance Document: https://drive.google.com/open?id=1GRBAwZl_q5cDj84kND4ee5AaDjcdNXhXV

*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-ti_4S1_uXl72Myx5djSe8N/view?usp=sharing

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%