

Third Grade 3rd Nine Weeks

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	<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

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	<ul style="list-style-type: none"> <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

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>

Third Grade 3rd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
14	☐ Comparing Fractions	NC.3.NF.3-4	Greater than, less than, equal to, equivalent
16	☐ Measurement & Data- Time, Length, Liquid, Volume, & Mass	NC.3.MD.1-2	Elapsed time, A.M., P.M., noon, midnight, minute, hour, gram, kilogram, liter, mass, liquid volume, capacity
17	☐ Perimeter and Area	NC.3.MD.5 & 7-8	Area, centimeter, length, width, square unit, perimeter
12	☐ Geometry	NC.3.G.1	Quadrilaterals, angles, endpoint, line, intersecting lines, line segment, parallel lines, perpendicular lines, octagon, pentagon, hexagon, closed shape, point, polygon, ray, rectangle, rhombus, right angle, trapezoid, vertex
16	☐ Understanding fractions	NC.3.NF.2	Numerator, denominator, fraction bar, whole, equal parts, shaded/not shaded, unit fraction

NC Check-In 3

Assessed Standards

NC.3.G.1
NC.3.MD.7
NC.3.NF.2
NC.3.NF.3
NC.3.NF.4

Math

Standards	I Can Statements	Resources
<p>NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.</p> <p>NC.3.NF.3 Represent equivalent fractions with area and length.</p> <p>NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer</p>	<p>I can identify and show fractions on a number line.</p> <p>I can recognize and write whole numbers as fractions. I can show two fractions are equivalent if they are the same size or the same points on a number line. I can identify and create equivalent fractions such as one half and two fourths..</p> <p>I can recognize and write whole numbers as fractions.</p> <p>I can compare fractions with the same numerator or denominator when they have the same whole.</p>	<p>Go Math Chapter 9 Compare Fractions 9.1, 9.2, 9.3, 9.6, EngageNY Lessons Module 5 Lessons 18, 19, 22, Learn Zillion Unit 10, Lesson 9(See Guidance document)</p> <p>Go Math Chapter 10 10.1, 10.3, 10.4, 10.6, 10.7, 10.8, 10.9, Learn Zillion Unit 6, Lesson 6; Unit 14 Lesson 8</p> <p>Go Math Chapter 11 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.9, 11.10 Engage NY Module 4 Lesson 7, Learn Zillion Unit 9 Lesson 4, Engage NY Module 7 Lesson 28</p> <p>*Go Math Guidance Document: https://drive.google.com/open?id=1GRBAwZlq5cDj84kND4ee5AaDjcdNXhXV</p> <p>*Go Math Fluency Document: https://drive.google.com/open?id=14iMyeeMf8obpTfo8myC-mll7iXl4BFy5</p>

to the same whole with denominators: halves, fourths and eighths; thirds and sixths.

NC.3.MD.1 Tell and write the time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.

NC.3.MD.7 Relate area to the operations of multiplication and addition.

NC.3.MD.8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

NC.3.G.1 Reason with two-dimensional shapes and their attributes.

I can tell and write time to the nearest minute and measure time intervals in minutes.

I can show how the area of a figure by multiplying the side lengths.
I can find the area by breaking figures into smaller rectangles.

I can solve real world and math problems involving the perimeters of polygons.

I can show that shapes in different categories such as rhombuses, and rectangles may share attributes. (They both have 4 sides)

Mental Math Strategies link below
https://drive.google.com/file/d/1OKi6sll8-P-tj4S1_uXl72Myx5djSe8N/view?usp=sharing

DPI Instructional Unpacking Support
<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%