

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
10	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast themes, settings, and plots of stories written by the same author <input type="checkbox"/> Compare and contrast key details presented in two texts about the same topic 	<ul style="list-style-type: none"> <input type="checkbox"/> RL.3.9 <input type="checkbox"/> RI.3.9 	Compare, contrast, plot, setting, theme, key details, topic
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> By the end of the year read and comprehend literature including stories, dramas, and poetry and informational text independently and proficiently 	<ul style="list-style-type: none"> <input type="checkbox"/> RL.3.10 <input type="checkbox"/> RI.3.10 	Independently, informational text, proficient, text complexity
10	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the logical connections between particular sentences and paragraphs in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> RI.3.8 	Describe, connections, paragraphs, specific points
Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Nine Weeks	<ul style="list-style-type: none"> <input type="checkbox"/> Informative/Explanatory Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> W.3.2 	
Spiraling	<ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools to produce writing <input type="checkbox"/> Short research projects <input type="checkbox"/> Recall information from experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> W.3.4 <input type="checkbox"/> W.3.5 <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> ❑ SL.3.1 	topic
Spiraling	<ul style="list-style-type: none"> ❑ Determine main idea and details of a read aloud visually, quantitatively, and orally 	<ul style="list-style-type: none"> ❑ SL.3.2 	main idea supporting details quantitatively
Spiraling	<ul style="list-style-type: none"> ❑ Ask and answer questions from a speaker 	<ul style="list-style-type: none"> ❑ SL.3.3 	asking questions
Spiraling	<ul style="list-style-type: none"> ❑ Create fluid audio recordings adding visual displays of details and facts 	<ul style="list-style-type: none"> ❑ SL.3.5 	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"> ❑ Understanding of nuances in word meanings <ul style="list-style-type: none"> ❑ Literal/nonliteral ❑ 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"> ❑ 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

ELA

Standards	I Can Statements	Resources
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>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.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or</p>	<p>RL.3.9 I can compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</p> <p>RL.3.10 I can read second and third grade texts on my own. I can answer questions correctly about what I have read.</p> <p>RI.3.8 I can describe the connection between certain sentences and paragraphs in a text.</p> <p>RI.3.9 I can compare and contrast the most important information in two different texts on the same topic.</p> <p>RI.3.10 I can read and answer questions correctly from non-fiction 2nd and 3rd grade texts.</p> <p>SL.3.1 I can participate in a variety of discussions on 3rd grade topics and texts.</p>	<p>Rooted In Reading</p>

<p>information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>	<p>SL.3.2 I can retell important ideas and details about a text I have heard or read aloud in class.</p> <p>SL.3.3 I can ask and answer questions to help me understand what someone is talking about.</p> <p>SL.3.5 I can record myself reading stories or poems fluently. I can use pictures/visuals to enhance certain facts or details.</p>	
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Writing

<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. 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.</p> <p>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.</p>	<p>W.3.1 I can choose a topic, state an opinion about the topic and organize my reasons. I can use linking words and phrases to connect my opinion and reasons. I can write a concluding statement about my opinion.</p> <p>W.3.4 I can get help from my teachers, to help develop and organize my writing.</p>	<p>Write from the Beginning and Beyond Thinking Maps</p>
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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

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

W.3.6 I can use technology to help me produce and publish my writing.



Third Grade 4th Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
12	☐ Geometry	☐ NC.3.G.1	Quadrilaterals, angle, endpoint, line, intersecting lines, line segment, parallel lines, perpendicular lines, octagon, pentagon, hexagon, closed shape, point, polygon, ray, rectangle, rhombus, right angle, trapezoid, vertex

NC Check-In 3 Assessed Standards	Resources
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
NC.3.G.1 Reason with two-dimensional shapes and their attributes.	I can identify rhombuses, rectangles and squares as examples of quadrilaterals. I can draw examples of quadrilaterals that are not rhombuses, rectangles or squares.	Go Math Chapter 12 (12.3, 12.4, 12.5, 12.6, 12.9) *Go Math Guidance Document:

		<p>https://drive.google.com/open?id=1GRBAwZlq5cDj84kND4ee5AaDjcdNXhXV</p> <p>*Go Math Fluency Document: https://drive.google.com/open?id=14iMyeeMf8obpTfo8myC-mll7iXl4BFy5</p> <p>Mental Math Strategies link below https://drive.google.com/file/d/1OKi6sll8-P-ti4S1_uXl72Myx5djSe8N/view?usp=sharing</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%