

Quincy Public School Third Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1							
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	*Integrate across the curriculum.
A U G U S T	<p><u>Launching the Reader's Workshop:</u> <u>15-day planner pacing guide:</u></p>			<p>Small Group: Guided Reading, Shared Reading, Assisted Writing, Interactive Writing,</p>	<p>Options should be a continuation of independent practice that promote automaticity and transfer. Options should reflect lessons from literacy, writer's, and content workshop. The options should be focused on hands-on, minds-on meaningful activities and not worksheets. They are designed to promote fluent reading and comprehending strategies.</p>	<p><u>Writer's Workshop Framework:</u> <u>Whole Class:</u> Write Aloud, Shared/Interactive writing, Mini-lessons, Share Time *Use of knowledge of text structure, composing strategies, and knowledge <u>Small Group:</u> Guided Writing,, Conferences, Tailored Mini-lessons <u>Independent Practice:</u> One on one conferences, independent/writing, projects</p>		
	<p><u>Launching the Reader's Workshop:</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> • Routine 1 • Routine 2 • Routine 3 • Routine 4 • Routine 5 • Routine 6 • Routine 7 • Routine 8 <p><u>Interactive Read Aloud:</u></p> <ul style="list-style-type: none"> • 1. Be an Active Listener • 2: Think and Talk about Reading <p>WAR: Setting up your response journal Respond personally: How to feel about the text and why? How has the text changed your life in some way? What in the text was new to you or surprising?</p>	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> • Blending • Build automaticity Accountable text • Spell/Sort words • Build fluency 	<p>Read Aloud for Enjoyment:</p> <ul style="list-style-type: none"> • Fiction: Alice in Wonderland • Informational Text: A Day in the Life of a Chicken Wrangles <p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> • 1: Why Readers Read • 2: Ways to read a book. • 3: How Readers Figure Out New Words • 4-Distinguishing Characteristics of Fiction and Informational Texts • 5-Informational Text Features • 6- Fiction: Character • 7-Fiction: Setting <p>Shared Reading: 1: Self- Correct Word Recognition and Understanding</p>	<p>Support and establish independence at centers.</p>	<p>Introduce structures and routines for centers.</p> <ul style="list-style-type: none"> • Role, responsibilities • Problem solving • Introduce options 	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> • Getting Inspired to Write • Sorting Writing Types and Planning a Story • Exploring Ways to Use a Writer's Notebook • Looking at Stories • Exploring Writing That Helps Us Remember 		<p>Unit: Heredity, Survival, and Selection</p> <p>Skills: At the end of this unit, students will be able to :</p> <ul style="list-style-type: none"> • Construct an argument that some animals form groups that help members survive. (3-LS2-1) • Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.(3-LS3-1) • Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2) • Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2) • Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.(3-LS4-3) <p>Suggested Resource: Mystery Science: Heredity, Survival, and Selection</p>
	<p><u>Launching the Reader's Workshop:</u></p> <p>Model and Practice Routines:</p> <ul style="list-style-type: none"> • Routine 9 • Routine 10 • Routine 11 • Routine 12 • Routine 13 • Routine 14 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • 3: Reread to Support Comprehension • 4: Use Pictures to Support Comprehension • 5: Ask Questions to Support Comprehension • 6- Draw Inferences 	<p>Launching the Phonics Workshop</p> <ul style="list-style-type: none"> • Spelling/ Dictation • Reading Big words • Decode by analogy • High frequency words • Extend the learning 	<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> • 8: Problem and Resolution • 9-Introduction and Book Talks • 10- How the Classroom Library is Organized' 11- How WE Shop for Books in the Classroom Library • 12- Making Good Book Choices • 13- How We Use our Book Bags <p>Shared Reading: 2: Read with Short Pauses/Read with Full Stops</p>		<p>Begin teaching independent opportunities.</p> <p>Options:</p> <ul style="list-style-type: none"> • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology 	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> • Using the Inspiration Board • Using Multiple Pages to Plan • Rehearsing Writing with a Partner • Spelling the Best You Can • Writing More and More 		<p>Unit 1: Math Is</p> <ul style="list-style-type: none"> • 1.1 Math in Mine • 1.2 Math is Exploring & Thinking • 1.3 Math Is in My World • 1.4 Math Is Explaining and Sharing

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprints Assessment • Running Records 	<ul style="list-style-type: none"> • Reading Proficiency Checklist • Writing Proficiency Checklist • Phonics Assessments 	<ul style="list-style-type: none"> • Words Their Way • Content Areas Unit tests • Math Assessments
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Quincy Public School Third Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: Second Step: Lessons 2-5								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop Number	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
S E P T E M B E R	<p>Launching the Reader's Workshop: Model and Practice Routines:</p> <ul style="list-style-type: none"> Routine 15 Routine 16 Routine 17 Routine 18 Routine 19 Routine 20 <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> 7- Check Understanding While Reading 8- Constructive Conversation 9- Fiction: Identify New Vocabulary Words 10-Informational Text: Identify New Vocabulary Words 		<p>Reader's Workshop Mini-Lessons</p> <ul style="list-style-type: none"> 14- How to Work with Reading Partners 15- Reading Partners: Accountability During Reading 16-Why Readers Abandon 17- Responding to Reading 18- How We Write Book Recommendations 19- Using Self-Sticks Notes as I Read 20-Preparing for the Reading Conference 21- Annotating Texts <p>Shared Reading: 3: Read with Appropriate Inflection/Intonation Volume</p>	<p>Support and establish independence at centers.</p>	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> Independent reading Reading Responses Collaborative Study Author/Genre Study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research & Inquiry Project: Animal Survival 	<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> Getting Started Right Away Exploring Informational Writing Exploring Opinion Writing Revising a Notebook Entry Trying Different Types of Writing 		<ul style="list-style-type: none"> 1.5 Math is Finding Patterns 1.6 Math is Ours Unit Review/Fluency Practice 	<ul style="list-style-type: none"> Lesson 4 Lesson 5 <p>Assessments: Lesson 4-5</p>
	<p>Unit 1: Week 1: Animal Characteristics</p> <p>Interactive Read-Aloud</p> <ul style="list-style-type: none"> Animals Hide and Seek Camouflage Q and A Teacher's Choice <p>WAR: Note-taking(research): Ex. T-chart, 2 column, boxes & bullets)</p>	<p>Unit 1: Week 1</p> <ul style="list-style-type: none"> Short vowels <p>Handwriting</p> <p>Begin reviewing manuscript- lower and uppercase letters in the following order</p> <ul style="list-style-type: none"> L,I,T,O A,D,C,E 	<p>Shared Reading:</p> <ul style="list-style-type: none"> Animals Hide and Seek Camouflage Q and A Fluency Lesson AR6-AR7 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Introduce Unit Ask Questions Evaluate Details to Determine Key Ideas Build Vocabulary: Use Context Clues to Define Words Recognize Text Structure: Cause and Effect 	<p>Small groups:</p> <ul style="list-style-type: none"> Guided Reading/Literature Discussion <ul style="list-style-type: none"> Word Work/Word Study/Vocab (<ul style="list-style-type: none"> High-Frequency words (make & write) Reading text at highest instructional level: 1:1 conference, running record) Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts Rereading texts: for text support, prepare for writing about reading, fluency practice Annotations/Graphic Organizers/ Structured response that includes text support 		<p>Writer's Workshop Kickoff</p> <ul style="list-style-type: none"> Editing to Polish Writing Marking Favorite Parts Giving Feedback Setting Goals For A Great Year Sharing About Writing Workshop 		<p>Unit 2: Use Place Value to Fluently Add and Subtract within 1,000</p> <p><i>*Choose one application station per unit</i></p> <ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite 2.1 Represent 4- Digit Numbers 2.2- Round Multi-Digit Numbers Math Probe 2.3- Estimate Sums and Differences 	<p>Unit: Life Cycles</p> <p>Skills: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.(3-LS1-1) Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.(3-LS4-4)
	<p>Unit 1: Week 2 Animal Characteristics</p> <p>Interactive Read-Aloud</p> <ul style="list-style-type: none"> He Made a Tool Observing Ants Teacher's Choice 	<p>Unit 1: Week 2:</p> <ul style="list-style-type: none"> Long a (a_e, ai, ay, a) <p>Handwriting</p> <ul style="list-style-type: none"> F,G,J,Q U,S,B,P 	<p>Shared Reading:</p> <ul style="list-style-type: none"> He Made a Tool Observing Ants Fluency Lesson AR8-AR9 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Introduce the Genre: Personal Narrative Ask Questions Build Vocabulary: Use Resources to Determine or Clarify Meaning Analyze First-Person Point of View Compare and Contrast Personal Narratives 			<p>Nonfiction with Words and Graphics</p> <ul style="list-style-type: none"> Launching the Unit Studying a Mentor Text for Details Studying a Second Mentor Text for Details Exploring Other Nonfiction Examining Our Writing and Setting Goals 	<p>Unit 1: Essential Sentences: Designing and Combining</p> <ol style="list-style-type: none"> Pre-Assess Look at Mentor Text Look at Second Mentor Text Compare Mentor Texts Name Curiosities About Sentences Describing Words Compare Simple and Compound Sentences Create Compound Sentences Using Fanboys Word Card Grammar: Design Simple and Compound Sentences Extend Word Card Grammar: Simple and Compound Sentences Revisit Goals 	<ul style="list-style-type: none"> 2.4 Use Addition Properties to Add 2.5 Addition Patterns 2.6 Use Partial Sums to Add 2.7 Decompose to Subtract 2.8 Adjust Numbers to Add or Subtract 	<p>Suggested Resource: Mystery Science Life Cycles- 5 lessons</p> <p>Activities: Lessons 1-4</p> <p>Assessments: Lessons 1-4</p>
	<p>Unit 1: Week 3: Animal Characteristics</p> <p>Interactive Read-Aloud</p> <ul style="list-style-type: none"> Animals Special Characteristics Something Told the Wild Geese Teacher's Choice 	<p>Unit 1: Week 3</p> <ul style="list-style-type: none"> Long o(o_e, oa, ow, o) and Long u(u_e, ue, ew, u) <p>Handwriting</p> <p>R,N,M,H</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> Animal Special Characteristics Something Told the Wild Geese Fluency Lesson AR10-AR11 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> Evaluate Details to Determine and Compare Key Ideas in Two Texts Build Vocabulary: Use Context Clues to Define Words Explain How Text Structure Contributes to Author's Purpose in Two Texts Introduce the Genre: Poetry Unit Wrap-Up 			<p>Nonfiction with Words and Graphics</p> <ul style="list-style-type: none"> Generating Ideas for a Possible Topic Listing Ideas About a Topic Grouping Thoughts into Main Ideas and Details Trying Out a Different Structure Staying On-Topic 		<ul style="list-style-type: none"> 2.9 Use Addition to Subtract 2.10 Fluently Add within 1000 2.11 Fluently Subtract within 1000 	

Assessments for Instruction:

<ul style="list-style-type: none"> Literacy Footprints Assessment Running Records 	<ul style="list-style-type: none"> Reading Proficiency Checklist Writing Proficiency Checklist Phonics Assessments 	<ul style="list-style-type: none"> Words Their Way Content Areas Unit tests Math Assessments
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Quincy Public School Third Grade Curriculum Map

1 st Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 2: Lessons 6-8								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
OCTOBER	Unit 2: Week 1: Characters Shapes Their Stories Interactive Read-Aloud *The No-Wash Hand Washing * Meeting Mrs.Nagel * Teacher's Choice WAR: Compare/Contrast to compare important points presented in two texts	Unit 2: Week 1 • Long e(e_e, ea, ee, ev,y,ie,e) Handwriting V,Y,W,X	Shared Reading: • The No-Wash Hand Washing • Meeting Mrs. Nagel • Fluency Lesson: AR6-AR7 Mini-Lessons: • Introduce the Unit • Review Elements of Fiction: Characters, Settings, and Plot • Create Mental Images • Build Vocabulary: Analyze Figurative Language • Compare and Contrast Characters in a Story by the Same Author	Small groups: ○ Guided Reading/Literature Discussion ■ Word Work/Word Study/Vocab (High-Frequency words (make & write) ■ Reading text at highest instructional level: 1:1 conference, running record) ■ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ■ Rereading texts: for text support, prepare for writing about reading, fluency practice ■ Annotations/Graphic Organizers/ Structured response that includes text support	Suggested opportunities: • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research & Inquiry Project: Author Study/Taking Part	Nonfiction with Words and Graphics • Planning Out Text Features • Getting Ready to Draft • Moving from Notebook to Draft • Using Transitional Words and Phrases • Varying Sentence Length	Unit 1: Essential Sentences: Designing and Combining 11. Compare Three Type of Sentences 12. Create Complex Sentences with Sentences Destroyers, or Subordinating Conjunctions 13. Use Word Cards to Create Complex Sentences 14. Create a Tool for Writing Different types of Sentences. 15. Revisit Goals: Pause and Share 16. Compare Punctuation in Sentences 17. Use Commas in Compound and Complex Sentences 18. Use and Punctuate Compound and Complex Sentences 19. Create a Punctuation Tool in Small Groups 20. Revisit Goals and Apply to writing 21. Shared Writing: Use a Variety of Sentences. 22. Create a Tool for Revising for Sentence Structure 23. Try Out Sentences 24. Vary Sentences in Previous Writing 25. Assess What Students Know about Sentences	• 2.12 Solve 2 Step Problems involving Addition and Subtraction • Unit Review/Fluency • Performance Task • Unit Assessment	Content: Fossils & Changing Environment Skills: At the end of the unit, students will be able to: • Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. (3-LS4-1) Suggested Resource: • Mystery Science Life Cycles • Mystery Science: Fossils & Changing Environments Optional Resources: • HMH: Unit 4 Life Cycles and Inherited Traits • HMH Unit 5: Organisms and their Environment Activities: Lessons 5: Life Cycles Continued Fossils & Changing Environments: Anchor & Lessons 1-3 Assessments: Lessons 5: Life Cycles Continued Fossils & Changing Environments: Anchor and Lessons 1-3
	Unit 2: Week 2 : Characters Shapes Their Stories Interactive Read-Aloud • The Dog and His Bone • The Fox and the Crow • Teacher's Choice WAR: Character traits and text evidence(t-chart)	Unit 2: Week 2 • Long l(i_e, igh, y,ie, i) Handwriting • K,Z	Shared Reading: • The Dog and His Bone • The Fox and the Crow • Fluency Lesson AR8-AR9 Mini-Lessons: • Introduce the Genre: Fable • Create Mental Images • Describe How Character Relationships and Actions Influence Plot • Build Vocabulary: Distinguish Shades of Meaning Among Verbs • Compare and Contrast Characters in Fables by the Same Author	(Continued from previous row)	(Continued from previous row)	Nonfiction with Words and Graphics • Defining Important Words • Adding Examples • Writing Introductions • Writing Conclusions • Adding Text Features	Unit 3: Multiplication and Division *Choose one application station per unit • Readiness Diagnostic/Unit Opener-Ignite • 3.1 Understand Equal Groups • 3.2 Use Arrays to Multiply • Math Probe • 3.3 Understand the Commutative Property	(Continued from previous row)	
	Unit 2: Week 3 : Characters Shapes Their Stories Interactive Read-Aloud • Getting Advice • The Walrus and the Carpenter • Teacher's Choice	Unit 2: Week 3 • Compound words Handwriting Begin Teaching cursive handwriting in the following order: • i,t,u,w	Shared Reading: • Getting Advice • The Walrus and the Carpenter • Fluency Lesson AR 10-11p Mini-Lessons: • Review Elements of Fiction: Characters, Settings, and Plot • Build Vocabulary: Analyze Figurative Language • Describe How Character Relationships and Actions Influence Plot • Analyze Rhyme Scheme and Poet's Use of Figurative Language • Unit Wrap-Up	(Continued from previous row)	(Continued from previous row)	Nonfiction with Words and Graphics • Revising with Feedback from Partners • Writing a Grabber • Revisiting the Many Revision Strategies • Editing While Revising • Editing for Capitals on the Go	(Continued from previous row)	• 3.4 Understand Equal Sharing • 3.5 Understand Equal Grouping • 3.6 Relate Multiplication and Division • 3.7 Find the Unknown • Unit Review/Fluency Practice	
	Unit 3: Week 1 : We the People Interactive Read-Aloud: • Election Day • Citizens and Government United • Teacher's Choice	Unit 3: Week 1 • R-controlled vowels (ar,or) Handwriting • e,l,b	Shared Reading: • Election Day • Citizens and Government United • Fluency Lesson AR6-AR7 Mini-lessons: • Introduce the Genre: Argumentative • Determine Text Structure • Build Vocabulary: Determine the Meaning of Multiple-Meaning Words • Analyze Author's Voice in an Argumentative Text • Compare and Contrast Author's Purpose and Message in an Opinion Text	(Continued from previous row)	(Continued from previous row)	Nonfiction with Words and Graphics • Editing the Final Draft • Publishing • Reflecting and Celebrating • Options A,B,or C • Options A,B,or C	• Performance Task • Unit Assessment Unit 4: *Choose one application station per unit • Readiness Diagnostic/Unit Opener-Ignite • 4.1 Use patterns to Multiply by 2	Civics in Communities Near and Far * A Unit with the Civics and Geography standards could be combined. Skills: At the end of this unit, students will be able to: • Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways. (SS.3.CV.1.- covered in JA • Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies. (SS.3.CV.2)- covered in JA Essential Questions: • What different types of communities do people live in? • What are the rights and responsibilities of a citizen? Activities: 3-week unit created by DLT on Schoology Week1: • Citizenship, Rights and responsibilities, Roles of a Citizen	

Assessments for Instruction:

• Literacy Footprints Assessment	• Reading Proficiency Checklist	• Words Their Way
• Running Records	• Writing Proficiency Checklist	• Content Areas Unit tests
	• Phonics Assessments	• Math Assessments

Quincy Public School Third Grade Curriculum Map

2 nd Trimester									
Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA									
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	Content Workshop (30 minutes) <i>*Integrate across the curriculum.</i>	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)			Grammar Study
N O V E M B E R	Unit 3: Week 2: We the People <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Don't Change the School Song Education First Teacher's Choice 	Unit 3: Week 2 <ul style="list-style-type: none"> R-controlled vowels (er,ir,ur) <u>Handwriting</u> h,f,k	Shared Reading: <ul style="list-style-type: none"> Don't Change the School Song Education First Fluency Lesson: AR8-AR9 Mini-lessons: <ul style="list-style-type: none"> Introduce the Genre: Argumentative Text Determine Text Importance Build Vocabulary: Determine the Meaning of Multiple-Meaning Words Analyze Author's Voice in an Argumentative Text Compare and Contrast Author's Purpose and Message in an Opinion Text 	Small groups: <ul style="list-style-type: none"> Guided Reading/Literature Discussion <ul style="list-style-type: none"> Word Work/Word Study/Vocab (<ul style="list-style-type: none"> High-Frequency words (make & write) Reading text at highest instructional level: 1:1 conference, running record) Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts Rereading texts: for text support, prepare for writing about reading, fluency practice Annotations/Graphic Organizers/Structured response that includes text support 	Suggested opportunities: <ul style="list-style-type: none"> Independent reading Reading Responses Collaborative Study Author/Genre Study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research & Inquiry Project: Taking Part/Poetry Perspectives 	Personal Narratives Inspire Realistic Fiction <ul style="list-style-type: none"> Gearing Up for the Unit Analyze Mentor Texts and Our Own Writing Looking at Details and Generating Story Ideas Varying Sentence Types and Planning a story Studying Beginnings and Endings 	Unit 2: Building Brilliant Sentences <ol style="list-style-type: none"> Pre-Assess Look at a Mentor Text Look at a Second Mentor Text Compare Mentor Texts Shared Writing Observe Sentences Expand Simple Sentences Design Sentences Expand Sentences Revisit Goals Creating Agreement in Sentences Match the Verb Mix and Match Nouns and Verbs Noun-Pronoun Agreement Mix and Match Pronouns and Nouns Complete the Sentence Revisit Goal Prepositional Phrases and Subject- Verb Agreement Write Sentences Revisit Goals 	<ul style="list-style-type: none"> 4.2 Use Patterns to multiply by 5 Math Probe 4.3 Use Patterns to Multiply by 10 4.4 Use Patterns to Multiply by 1 and 0 	Optional Resources : <ul style="list-style-type: none"> MyWorld Chapter 4: Government, Landmarks, & Symbols MyWorld: Chapter 5: Citizenship and Civic Engagement MyWorld:Chapter 7: Celebrating Our Community EngageNY: Children's Rights JA: Our City HMH: Role of Citizens HMH: How America Works Essential Questions: <ul style="list-style-type: none"> What different types of communities do people live in? Activities: 3-week unit created by DLT on Schoology Week 2 <ul style="list-style-type: none"> Different types of communities Changing the world Week 3: <ul style="list-style-type: none"> Brochure: Type of communities Geography related to communities. Natural resources, culture, and laws of communities Assessments: <ul style="list-style-type: none"> Writing prompt(paragraph) Travel brochure
	Unit 3: Week 3: We the People <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Fighter's For Our Rights: Alice Paul and Cesar Chavez Lincoln's Monument: Washington Teacher's Choice ODW-Research Simulation Task: Life in a Deep Freeze <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI 3.1) Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI 3.2) 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. (RI 3.3) Determine the meaning of general and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. (RI 3.4) Write a letter to your friend explaining how it is possible to live in the Arctic 	Unit 3: Week 3 <ul style="list-style-type: none"> Closed syllables <u>Handwriting</u> <ul style="list-style-type: none"> r,s,j,p 	Shared Reading: <ul style="list-style-type: none"> Fighter's For Our Rights: Alice Paul and Cesar Chavez Lincoln's Monument: Washington Teacher's Choice Mini-lessons: <ul style="list-style-type: none"> Explain How Evidence Supports a Central Idea Build Vocabulary: Identify Real-life Connections Between Words and Their Use Explain How Text Structure Contributes to Author's Purpose in Two Texts Analyze Poet's Use of Figurative Language: Hyperbole Unit Wrap-Up 			Personal Narratives Inspire Realistic Fiction <ul style="list-style-type: none"> Generating Ideas for a Personal Narrative Getting More Ideas Mapping Out A Personal Narrative Drafting a Personal Narrative Drafting a Personal Narrative 		<ul style="list-style-type: none"> 4.5 Multiply Fluently by 0.1.2.5. & 10 4.6 Solve Problems Involving Equal Groups Unit Review/Fluency Practice Performance Task Unit Assessment 	
	Unit 4: Week 1: Different Perspectives, Different Points of View <u>Interactive Read-Aloud</u> <ul style="list-style-type: none"> Poems About Competing Poems About Sleep Teacher's Choice 	Unit 4: Week 1 <ul style="list-style-type: none"> Open syllables <u>Handwriting</u> a,d,g,	Shared Reading: <ul style="list-style-type: none"> Poems About Competing Poems About Sleep Fluency AR6-AR7 Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Draw Inferences Analyze Third-Person Point of View Build Vocabulary: Analyze Figurative Language Analyze Point of View in Two Poems 			Personal Narratives Inspire Realistic Fiction <ul style="list-style-type: none"> Assessing Progress Revisiting a Personal Narrative Revising Beginnings and Endings Editing a Personal Narrative One Last Revision 		<ul style="list-style-type: none"> Benchmark Assessment Unit 5: Use Properties to Multiply by 3,4,6,7,8,9 <i>*Choose one application station per unit</i> Readiness Diagnostic/Unit Opener-Ignite 5.1 Understand the Distributive Property 5.2 Use Properties to Multiply by 3 5.3 Use Properties to Multiply by 4 	Content: History in Communities Near and Far Skills: At the end of the unit, students will be able to: <ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time.(SS.3.H.1) Explain how the diverse perspectives of people and events develop and shape communities and/or regions.(SS.3.H.2.) Identify and analyze how different kinds of historical sources are used to explain events in the past. (SS.3.H.3) Optional Resources: Integrated Unit created by DLT in Schoology <ul style="list-style-type: none"> MyWorld: Chapter 3 Communities Build a Nation MyWorld: Chapter 6: A Growing Nation HMH: Communities*/The Role of Citizens HMH: Protecting Resources/Amazing Inventions HMH: Ancient Civilizations/The First People HMH: How America Works* HMH: Culture: Expressions Around the World Nearpod: The Pilgrims Journey
	Unit 4: Week 2: Different Perspectives, Different Points of View <u>Interactive Read-Aloud:</u> <ul style="list-style-type: none"> Exit 8 Big Top Mall Floating Teacher's Choice 	Unit 4: Week 2 <ul style="list-style-type: none"> Consonant – le syllables <u>Handwriting</u> <ul style="list-style-type: none"> O,C,Q 	Shared Reading: <ul style="list-style-type: none"> Exit 8 Big Top Mall Floating Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> Draw Inferences Analyze First-Person Point of View Build Vocabulary: Analyze Figurative Language Analyze Author's Use of Figurative Language to Convey Point of View Compare and Contrast Narrator's Point of View About Settings 			Personal Narratives Inspire Realistic Fiction <ul style="list-style-type: none"> Generating and Developing Ideas for Fiction Writing About Solving Problems Writing About Solving Problems Mapping Out a Story: Fiction Drafting a Fiction Story 		<ul style="list-style-type: none"> 5.4 Use Properties to multiply by 6 5.5 Use Properties to Multiply by 8 	

Assessments for Instruction:

<ul style="list-style-type: none"> Literacy Footprints Assessment Running Records 	<ul style="list-style-type: none"> Reading Proficiency Checklist Writing Proficiency Checklist Phonics Assessments 	<ul style="list-style-type: none"> Words Their Way Content Areas Unit tests Math Assessments
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Quincy Public School Third Grade Curriculum Map

2 nd Trimester	Social Emotional Lessons: PBIS Booster, Review Classroom expectations, catch up SS/RCA								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum.
D E C E M B E R	<p>Unit 4: Week 3: Different Perspectives, Different Points of View</p> <p><u>Interactive Read-Aloud</u></p> <ul style="list-style-type: none"> • First Day in School • Fish in a Bowl • Teacher's Choice 	<p>Unit 4: Week 3</p> <ul style="list-style-type: none"> • Vowel team syllables <p><u>Handwriting</u> n,m,y</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> • First Day in School • Fish in a Bowl • Fluency Lesson AR10-AR11 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • Analyze Narrator's Point of View • Build Vocabulary: Analyze Figurative Language • Distinguish Between Narrator's and Reader's Point of View • Analyze Point of View in a Poem • Unit Wrap-Up 	<p>Small groups:</p> <ul style="list-style-type: none"> ○ Guided Reading/Literature Discussion <ul style="list-style-type: none"> ▪ Word Work/Word Study/Vocab (<ul style="list-style-type: none"> ▪ High-Frequency words (make & write) ▪ Reading text at highest instructional level: 1:1 conference, running record) ▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ▪ Rereading texts: for text support, prepare for writing about reading, fluency practice ▪ Annotations/Graphic Organizers/ Structured response that includes text support 	<p>Suggested opportunities:</p> <ul style="list-style-type: none"> • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research & Inquiry Project: Poetry Perspectives/ Important Innovations 	<p>Personal Narratives Inspire Realistic Fiction</p> <ul style="list-style-type: none"> • Assessing Progress • Revising A Fiction Story • Revising A Fiction Story • Revising A Fiction Story 	<p>Unit 2: Building Brilliant Sentences</p> <p>21 Shared Writing: Use Prepositions and Pronouns</p> <p>22 Share Writing: Using the Revision Checklist</p> <p>23 Try Out Some Sentences</p> <p>24 Try Out Sentences in Your Writing</p> <p>25 Post-Assessment</p>	<ul style="list-style-type: none"> • 5.6 Use Properties by Multiply by 7 & 9 • Math Probe • 5.7 Solve Problems Involving Arrays • Unit Review/Fluency Practice • Performance Task 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to look at history from multiple perspectives? 2. How did American Indians live before and after the European Settlers arrived? <p>Supporting Questions:</p> <ol style="list-style-type: none"> 1. Why did the Pilgrims leave England? What challenges did they face when they reached the "New World"? 2. Who were the first people to live in present day New England? How were their lives and communities impacted by the Europeans? 3. Why is it important to look at history from multiple perspectives? 4. What parts of the first harvest celebration are true? What parts are myths? <p>Activities: Integrated Unit created by DLT in Schoology Nearpod: The Pilgrims Journey</p> <p>Assessments: Common Assessment created by DLT</p>
	<p>Unit 5: Week 1: Technological Advancements</p> <p><u>Interactive Read-Aloud</u></p> <ul style="list-style-type: none"> • I Can CCTV You • Who Will Drive Us • Teacher's Choice <p>WAR:</p> <ul style="list-style-type: none"> ○ Summarizing and retelling narrative text (story arc, text map, story glove, somebody wanted but so then) 	<p>Unit 5: Week 1</p> <ul style="list-style-type: none"> ○ VCe syllables <p><u>Handwriting</u> • x,v,z •</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> • Can CCTV You • Who Will Drive Us • Fluency Lesson AR-6-AR7 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • Introduce the Unit • Summarize and Synthesize • Recognize Text Structure: Compare and Contrast • Build Vocabulary: Understand and Use Affixes • Interpret Text and Graphic Features 			<p>Personal Narratives Inspire Realistic Fiction</p> <ul style="list-style-type: none"> • Making Final Revisions and Edits • Publishing and Sharing • Celebration • Transfer Options • Transfer Options 	<ul style="list-style-type: none"> • Unit Assessment <p>Unit 6: Connect Area and Multiplication <i>Choose one application station per unit</i></p> <ul style="list-style-type: none"> • Readiness Diagnostic/Unit Opener-Ignite 		
	<p>Unit 5: Week 2: Technological Advancements</p> <p><u>Interactive Read-Aloud:</u></p> <ul style="list-style-type: none"> • The Greatest Invention Debate Part 1 • The Greatest Invention Part 2 • Teacher's Choice <p>ODW: Literary Analysis: Coyote & Fire & How Big Bear Stuck to the Sky</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) • Determine the central message and explain how it is conveyed through key details in the text. (RL 3.2) • Describe characters in a story and explain how their actions contribute to the sequence of events. (RL 3.3) • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL 3.4) • Determine or clarify the meaning of unknown and multiple meaning word and phrases. (L.3.4) • Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. (RL 3.1, RL 3.7, RL 3.2, W3.4-3.10) 	<p>Unit 5: Week 2</p> <ul style="list-style-type: none"> • Vowel-r syllables <p><u>Handwriting</u> • A,O,D</p>	<p>Shared Reading:</p> <ul style="list-style-type: none"> • The Greatest Invention Debate Part 1 • The Greatest Invention Part 2 • Fluency Lesson AR 8-AR9 <p>Mini-Lessons:</p> <ul style="list-style-type: none"> • Introduce the Genre: Debate • Summarize and Synthesize • Build Vocabulary: Understand and Use Affixes • Analyze Plot Elements in a Drama • Analyze Characters and Dialogue in a Drama 			<p>Expressing Our Opinions</p> <ul style="list-style-type: none"> • Gearing Up for the Unit • Studying a Mentor Text • Studying a Second Mentor Text • Studying Convincing Details • Watching Speeches 	<ul style="list-style-type: none"> • 6.2 Count Unit Squares to Determine Area • 6.3 Use Multiplication to Determine Area • 6.4 Determine the Area of a Composite Figure • Math Probe 		

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprints Assessment • Running Records 	<ul style="list-style-type: none"> • Reading Proficiency Checklist • Writing Proficiency Checklist • Phonics Assessments 	<ul style="list-style-type: none"> • Words Their Way • Content Areas Unit tests • Math Assessments
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Quincy Public School Third Grade Curriculum Map

2nd Trimester	Social Emotional Lessons: PBIS Booster, Reteach expectations, Unit 3: Lessons 11-13									
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	<i>*Integrate across the curriculum.</i>	
JANUARY	Unit 5: Week 3: Technological Advancements <u>Interactive Read-Aloud</u> • From Phone Calls to Video Chat • My Smartphone Isn't Very Smart • Teacher's Choice	Unit 5: Week 3 • Inflectional endings –ed, -ing <u>Handwriting</u> • C,E	Shared Reading: • From Phone Calls to Video Chat • My Smartphone Isn't Very Smart • Fluency Lesson AR10-AR11 Mini-Lessons: • Interpret Text and Graphic Features • Build Vocabulary: Understand and Use Affixes • Explain How Text Structure Contributes to Author's Purpose in Two Texts • Explain the Rhyme Scheme in a Poem • Unit Wrap-Up	Small groups: ○ Guided Reading/Literature Discussion ■ Word Work/Word Study/Vocab (High-Frequency words (make & write) ■ Reading text at highest instructional level: 1:1 conference, running record) ■ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ■ Rereading texts: for text support, prepare for writing about reading, fluency practice ■ Annotations/Graphic Organizers/ Structured response that includes text support	Suggested opportunities: • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research & Inquiry Project: Universal Themes	Expressing Our Opinions • Generating Ideas for Opinion Speeches • Generating More Ideas • Brainstorming Possible Solutions • Planning a Speech • Choosing a Plan to Develop	Unit 3: Describing Words 1.Pre-Assess 2.Look at a Mentor Text 3.Look at a Second Mentor Text 4.Find and Name Pronouns 5.Shared Writing 6. Matching Nouns and Adjectives 7. Describing Nouns 8. Using Word Cards 9. More Words Cards* Comparatives and Superlatives 10. Revisit Goals 11. Using Adverbs with Verbs 12. Three Types of Adverbs 13. Using Words Cards: Verbs and Adverbs 14. Use More Words Cards: Verbs and Adverbs 15. Reflect 16.Compare Verb Tenses in Sentences 17. Simple Verb Tenses: Past, Present, and Future 18. Writing with Simple Verb Tenses 19. Practice Perfect Verbs Tenses 20.Perfecting Your Tenses	• 6.5 Use the Distributive Property to Determine Ares • 6.6 Solve Area Problems • Unit Review/Fluency Practice • Performance Task	<u>Teacher Choice</u>	
	Unit 6: Week 1: Decisions, Decisions <u>Interactive Read-Aloud</u> • Donogh's Plan • The Fox and the Geese • Teacher's Choice	Unit 6: Week 1 • Irregular plurals <u>Handwriting</u> • N,M,H	Shared Reading: • Donogh's Plan • The Fox and the Geese • Fluency Lesson AR6-AR7 Mini-Lessons: • Introduce the Unit • Make Connections • Describe How Character Relationships and Actions Influence Plot • Build Vocabulary: Determine the Meaning of Homophones • Determine the Theme			Expressing Our Opinions • Drafting an Opinion Speech • Adding Examples to Support Claims • Writers End with a Call to Action • Revising and Editing on the Go • Celebrating and Delivering Speeches		• Unit Assessment Unit 7: Fractions <i>*Choose one application station per unit</i> • Readiness Diagnostic/Unit Opener-Ignite • 7.1 Partition Shapes in Equal Parts • 7.2 Understand Fractions • Math Probe		
	Unit 6: Week 2: Decisions, Decisions <u>Interactive Read-Aloud</u> • Kind Midas: A Greek Myth Part 1 • Kind Midas: A Greek Myth Part 2 • Teacher's Choice WAR: Making Connections (short response)	Unit 6: Week 2 • Long oo and short oo <u>Handwriting</u> • K,U	Shared Reading: • Kind Midas: A Greek Myth Part 1 • Kind Midas: A Greek Myth Part 2 • Fluency Lesson AR8-AR9 Mini-Lessons: • Introduce the Genre: Mythology • Make Connections • Build Vocabulary: Distinguish Shades of Meaning Among Verbs • Retell and Paraphrase Key Events in a Myth • Explain How Illustrations Support Meaning in a Text			Expressing Our Opinions • Building on Past Successes • Generating Ideas for a Second Speech • Choosing a New Topic • Drafting a Second Speech • Adding Facts to Support Claims		• 7.3 Represent Fractions on a Number Line • 7.4 Represent One Whole as a Fraction • 7.5 Represent Whole Numbers as Fractions • 7.6 Represent a Fraction Greater Than One on a Number Line		
	Unit 6: Week 3: Decisions, Decisions <u>Interactive Read-Aloud</u> • Catskinella • Choices • Teacher's Choice WAR: Double Entry: Traits/Evidence • Notice patterns in characters to develop a theory • Making predictions based off patterns in behaviors	Unit 6: Week 3 • Diphthong (ou,ow) <u>Handwriting</u> • Y,Z,V	Shared Reading: • Catskinella • Choices • Fluency Lesson AR10-AR11 Mini-Lessons: • Describe How Character Relationships and Actions Influence Plot • Build Vocabulary: Determine the Meaning of Homographs • Compare and Contrast Themes in Two Texts • Explain Author's Purpose and Message in a Poem • Unit Wrap-Up			Expressing Our Opinions • Writing with an Audience in Mind • Revising for Word Choice • Revising a Second Speech • Preparing to Publish • Providing and Incorporating Feedback		• Unit Review/Fluency Practice • Unit Assessment • Benchmark Assessment Unit 8: Fraction Equivalence and Comparison <i>*Choose one application station per unit</i> • Readiness Diagnostic/Unit Opener-Ignite • 8.1 Understand Equivalent Fractions		

3RD Trimester	Social Emotional Lessons: SS Unit 3-Lesson 14-16, PBIS Booster									
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Assessments for Instruction:

• Literacy Footprints Assessment	• Reading Proficiency Checklist	• Words Their Way
• Running Records	• Writing Proficiency Checklist	• Content Areas Unit tests
	• Phonics Assessments	• Math Assessments

Quincy Public School Third Grade Curriculum Map

Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.
FEBRUARY	Unit 7: Week 1: Communities Past and Present Interactive Read-Aloud <ul style="list-style-type: none"> St. Louis: A River Community Cheyenne Rondeaux: Saving Wild Burros Teacher's Choice 	Unit 7: Week 1 <ul style="list-style-type: none"> Suffixes –er, -or Handwriting <ul style="list-style-type: none"> W,X 	Shared Reading: <ul style="list-style-type: none"> St. Louis: A River Community Cheyenne Rondeaux: Saving Wild Burros Fluency Lesson AR-6-AR7 Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Use Fix-Up Monitoring Strategies Recognize Text Structure: Sequential Build Vocabulary: Use Context Clues to Define Words Interpret Graphic Features 	Small groups: <ul style="list-style-type: none"> Guided Reading/Literature Discussion <ul style="list-style-type: none"> Word Work/Word Study/Vocab (<ul style="list-style-type: none"> High-Frequency words (make & write) <ul style="list-style-type: none"> Reading text at highest instructional level: 1:1 conference, running record) <ul style="list-style-type: none"> Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts <ul style="list-style-type: none"> Rereading texts: for text support, prepare for writing about reading, fluency practice <ul style="list-style-type: none"> Annotations/Graphic Organizers/Structured response that includes text support 	Suggested Opportunities <ul style="list-style-type: none"> Independent reading Reading Responses Collaborative Study Author/Genre Study Word, Language, & Vocabulary Study Book talks Peer Discussion Listening Technology Research & Inquiry Project: Community Pride/ Storm Watch 	Expressing Our Opinions <ul style="list-style-type: none"> Recording an Opinion Speech Celebrating and Sharing Reflecting on Growth Transfer Option Transfer Option 	Unit 3: Describing Words <ol style="list-style-type: none"> Pause and Share Shared Writing: Add Different Parts of Speech Co-Create an Editing Tally Sheet Try Out Some Sentences Assess Using Parts of Speech 	<ul style="list-style-type: none"> 8.2 Represent Equivalent Fractions 8.3 Represent Equivalent Fractions 8.4 Understand Fractions of Different Wholes 8.5 Compare Fractions with the Same Denominator 8.6 Compare Fractions with the Same Numerator 	Content: Geography in Communities Near and Far Skills: At the end of the unit, students will be able to: <ul style="list-style-type: none"> Locate major landforms and bodies of water on a map or other representation.(SS.G.1.3) Compare how people modify and adapt to the environment and culture in our community to other places.(SS.G.2.3) Show how consumption of products connects people to distant places.(SS.G.3.3)
	Unit 7: Week 2: Communities Past and Present Interactive Read-Aloud <ul style="list-style-type: none"> My St. Augustine Journal My Diary from Here to There ODW: Literary Analysis Task: Little Polar Bear and Huskey Pup <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) Determine the central message and explain how it is conveyed through key details in the text. (RL 3.2) Describe characters in a story and explain how their actions contribute to the sequence of events. (RL 3.3) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL 3.4) Determine or clarify the meaning of unknown and multiple meaning words and phrases. (L.3.4) Write an essay. 	Unit 7: Week 2 <ul style="list-style-type: none"> homophones Handwriting <ul style="list-style-type: none"> I,J,Q 	Shared Reading: <ul style="list-style-type: none"> My St. Augustine Journal My Diary From Here to There Fluency Lesson AR8-AR9 Mini-Lessons: <ul style="list-style-type: none"> Use Fix-Up Monitoring Strategies Analyze First-Person Point of View Build Vocabulary: Determine the Meaning of Homophones and Homographs Explain How Illustrations Contribute to Mood Distinguish Between Narrator's and Reader's Point of View 			Test Taking as a Genre <ul style="list-style-type: none"> Analyze a prompt and Two Passages Writing an Expository/Informative Essay on the Spot Reviewing and Revising Your Expository/Informative Essay Analyzing a Prompt and Narrative Passage Writing a Narrative on the Spot 		<ul style="list-style-type: none"> 8.7 Compare Fractions Math Probe Unit Review/Fluency Performance Task Unit Assessment 	Learning Targets: <ul style="list-style-type: none"> Locate major landforms and bodies of water. Identify their city, state, country, and continent on a map. Identify how people adapt to their environment and connect with other places to obtain goods.
	Unit 7: Week 3: Communities Past and Present Interactive Read-Aloud <ul style="list-style-type: none"> Atlanta: From Railroad Station to World-Class City City Teacher's Choice 	Unit 7: Week 3 <ul style="list-style-type: none"> Variant vowels/o/ Handwriting <ul style="list-style-type: none"> T,F 	Shared Reading: <ul style="list-style-type: none"> From Railroad Station to World-Class City City Fluency Lesson AR10-AR11 Mini-Lessons: <ul style="list-style-type: none"> Interpret Graphic Features Build Vocabulary: Context Clues to Define Words Compare and Contrast Ideas and Events in Two Texts Analyze Poet's Use of Figurative Language Unit Wrap-Up 			Test Taking as a Genre <ul style="list-style-type: none"> Revising and Editing Your Work Revising Passages for Structure Editing Sentences for Clarity Correcting Errors and Editing for Polish Taking a Practice Test 	Unit 4: Let's Pause A Study of Punctuation <ol style="list-style-type: none"> Pre-Assess Look at a Mentor Text Look at a Second Mentor Text Compare Mentor Texts Shared Writing How Commas Make the List Adding Commas in a Series Word Card Grammar: Use Commas in Sentences Using Commas in Addresses Revisit Goals 	Unit 9: Use Multiplication to Divide <i>Choose one application station per unit</i> <ul style="list-style-type: none"> Readiness Diagnostic/Unit Opener-Ignite 9.1 Use Multiplication to Solve Division Equations 9.2 Divide by 2 9.3 Divide by 5 & 10 	
Unit 8: Week 1: Earth's Surface Interactive Read-Aloud <ul style="list-style-type: none"> An Evolving Landform Earth's Climate Zones Teacher's Choice 	Unit 8: Week 1 <ul style="list-style-type: none"> Hard and soft c Handwriting <ul style="list-style-type: none"> G,S,L 	Shared Reading: <ul style="list-style-type: none"> An Evolving Landform Earth's Climate Zones Fluency lesson: AR6-AR7 Mini-Lessons: <ul style="list-style-type: none"> Introduce the Unit Create Mental Images Recognize Cause and Effect Relationships in a Science Text Use Context Clues Interpret Text Features 			Poetry from the Heart <ul style="list-style-type: none"> Launching the Unit Studying Poetry Mentor Texts and Thinking of Our Own Ideas Studying Poetry Mentor Texts and Shared Writing Studying Repetition and Titles in Mentor Texts Studying Imagery and Using Imagery in Our Own Poems 		<ul style="list-style-type: none"> 9.4 Understand Division with 1 & 0 9.5 Divide by 3 & 6 9.6 Divide by 4 & 8 Math Probe 9.7 Divide by 9 	Assessments: <ul style="list-style-type: none"> End of the unit project 	

Assessments for Instruction:

<ul style="list-style-type: none"> Literacy Footprints Assessment Running Records 	<ul style="list-style-type: none"> Reading Proficiency Checklist Writing Proficiency Checklist Phonics Assessments 	<ul style="list-style-type: none"> Words Their Way Content Areas Unit tests Math Assessments
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Quincy Public School Third Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 17, Review Classroom expectations, catch up SS/RCA													
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)						
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.					
M A R C H	Unit 8: Week 2: Earth's Surface <u>Interactive Read-Aloud</u> • How Earth Elder Made the Oak Tree • The Greedy Man and the Golden Table • Teacher's Choice WAR: Theme: Infer theme of the text and support with evidence	Unit 8: Week 2 • Hard and soft g <u>Handwriting P,R,B</u>	Shared Reading: • How Earth Elder Made the Oak Tree • The Greedy Man and the Golden Table • Fluency Lesson AR8-AR9 Mini-Lessons: • Introduce the Genre: Folktale • Summarize and Synthesize • Use Resources to Determine or Clarify Meaning • Determine the Theme of a Folktale • Compare and Contrast Themes in Two Folktales	Small groups: ○ Guided Reading/Literature Discussion ▪ Word Work/Word Study/Vocab (High-Frequency words (make & write) Reading text at highest instructional level: 1:1 conference, running record) ▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ▪ Rereading texts: for text support, prepare for writing about reading, fluency practice ▪ Annotations/Graphic Organizers/Structured response that includes text support	Suggested Opportunities • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research & Inquiry Project: Storm Watch	Poetry from the Heart • Generating Idea for a Poem • Using Similes and Metaphors in a Poem • Using Sound Words in a Poem • Deleting Words from a Poem • Revising with Favorite Parts	Unit 4: Let's Pause A Study of Punctuation 11. Commas, Quotation Marks, and Dialogue 12. Use Commas in Dialogue 13. Word Cards: Commas and Quotation Marks 14. Shared Writing: Punctuation Dialogue 15. Revisit Goals 16. When to Use an Apostrophe 17. Make Pronoun Contractions 18. Apostrophes in Possessives 19. Apostrophes and Ownership 20. Revisit Goals 21. Shared Writing: Use Quotation Marks and Commas 22. Shared Writing: Use Possessives and Contractions 23. Try Out Some Sentences 24. Revise Writing 25. Post-assessment	• 9.8 Divide by 7 • 9.9 Multiply and Divide Fluently within 100 • Unit Review/Fluency Practice • Performance Task • Unit Assessment	Geography Continued: Optional Resources: • MyWorld: Chapter 1: Our Environment • EngageNY: Geography • EngageNY: Globalization • JA: Our City* • HMH: Mapping Our World • HMH: Communities* • HMH: U.S. Geography • HMH: Communities Change • <i>Defined Learning: Market Researcher: US Regions</i> Learning Targets: • Locate major landforms and bodies of water. • Identify their city, state, country, and continent on a map. • Identify how people adapt to their environment and connect with other places to obtain goods. Activities: • Continue from above Assessments • Continue from above					
	Unit 8: Week 3: Earth's Surface <u>Interactive Read-Aloud</u> • The Tropical Rain Belt • Who Has Seen the Wind • Teacher's Choice	Unit 8: Week 3 • Diphthongs /oi/ and /ou/ <u>Handwriting Review and practice letters as needed</u>	Shared Reading: • The Tropical Rain Belt • Who Has Seen the Wind • Fluency Lesson AR10-AR11 Mini-Lessons: • Interpret Text and Graphic Features • Use Context Clues • Describe Cause and Effect Relationships in a Science Text • Analyze Poet's Use of Figurative Language • Wrap- Up			Unit 9: Week 1: Time, Money, and Values <u>Interactive Read-Aloud</u> • Free Enterprise on First Street • Kids in Business Helping Others • Teacher's Choice		Unit 9: Week 1 • Suffixes -able, -ful, -less <u>Handwriting Review and practice letters as needed</u>		Shared Reading: • Free Enterprise on First Street • Kids in Business Helping Others • Fluency Lesson AR6-AR7 Mini-Lesson: • Introduce the Unit • Draw Inferences • Recognize Text Structure: Sequential • Build Vocabulary: Use Context Clues to Define Words • Draw Inferences to Describe the Relationship Between Ideas and Events	Writing About Our Planet • Launching the Unit • Studying a Mentor Text and Our Own Writing • Studying a Mentor Text and Coming Up with Ideas • Studying a Mentor Text and Planning a Table of Contents • Studying a Mentor Text and Elaborating in Nonfiction	Unit 5: A Study of Capitals, Punctuation, and Interjections 1.Pre-Assess 2.Look at a Mentor Text 3.Look at a Second Mentor Text 4.Interjection Search 5.Shared Writing 6. Creating Capitalization Categories 7. Capitalization Category Sort 8. Capitalizing Titles 9. How to Capitalize Titles 10. Reflect Revisit Goal	• Math Probe • 10.4 Two Step Problems Involving Multiplication and Division • 10.5 Solve Two Step Problems • 10.6 Explain the Reasonableness of a Solution	Content: Economics in Communities Near and Far Skills: At the end of the unit, students will be able to: • Compare the goods and series that people in the local community produce and those that are produced in other communities. (SS.EC.1.3) • Generate examples of the goods and services that governments provide. (SS.EC.2.3) • Describe the role of banks and other financial institutions in an economy.(SS.EC.FL.3.3) • Explain that when people borrow, they receive something of value now and agree to repay the lender over time. (SS/EC.FL.4.3) * This standard is not addressed in JA. Resource: JA: Our City
	Unit 9: Week 2: Time, Money, and Values <u>Interactive Read-Aloud</u> • Fantastic Dog Walker • Letter to Pro Products • Teacher's Choice	Unit 9: Week 2 • Prefixes dis-, un-	Shared Reading: • Fantastic Dog Walker • Letter to Pro Products • Fluency Lesson: AR-AR9 Mini-Lesson: • Analyze Author's Claims and Evidence in an Argumentative Text • Determine Text Importance • Build Vocabulary: Use Context Clues to Define Words • Analyze Claims and Evidence in an Argumentative Text • Compare and Contrast Claims in Argumentative Texts			Writing About Our Planet • Generating Topic Ideas • Choosing a Topic • Narrowing the Focus of a Topic • Organizing Ideas in Categories • Planning Research		• Unit Review/Fluency Practice • Performance Task • Unit Assessment • Benchmark Assessment Unit 11: Perimeter <i>*Choose one application station per unit</i> • Readiness Diagnostic/Unit Opener-Ignite						

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprints Assessment • Running Records 	<ul style="list-style-type: none"> • Reading Proficiency Checklist • Writing Proficiency Checklist • Phonics Assessments 	<ul style="list-style-type: none"> • Words Their Way • Content Areas Unit tests • Math Assessments
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Quincy Public School Third Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: PBIS Booster, SS Unit 4-Lesson 18-20									
Month	Literacy Workshop					Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini-Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.	
A P R I L	Unit 9: Week 3: Time, Money, and Values <u>Interactive Read-Aloud</u> • The Price of Oranges • Pet Shopping • Teacher's Choice	Unit 9: Week 3 • Prefixes ore-, re- Handwriting Review and practice letters as needed	Shared Reading: • The Price of Oranges • Pet Shopping • Fluency Lesson AR8-AR9 Mini-Lessons: • Recognize Text Structure: Sequential • Build Vocabulary: Use Context Clues to Define Words • Draw Inferences to Describe the Relationship Between Ideas and Events • Explain Sound Devices in Poetry • Unit Wrap-Up	Small groups: o Guided Reading/Literature Discussion • Word Work/Word Study/Vocab (High-Frequency words (make & write) • Reading text at highest instructional level: 1:1 conference, running record) • Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts • Rereading texts: for text support, prepare for writing about reading, fluency practice • Annotations/Graphic Organizers/Structured response that includes text support	Suggested Opportunities • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology • Research & Inquiry Project: Business Brainstorm/Science in the Workplace	Writing About Our Planet • Adding Information from Research • Putting Research into Our Own Words • Checking Names, Numbers, and Specific Words • Getting Ready for Draft Finalizing Plans	Unit 5: A Study of Capitals, Punctuation, and Interjections 11. Recognize Complete and Incomplete Sentences 12. Correct Fragments and Run-Ons 13. Word Card Grammar: Design Complete Sentences 14. Extend Word Card Grammar: Revising Sentences 15. Revisit Unit Goal 16. Punctuation Exploration 17. Using a Variety of Punctuation Marks 18. Include Interjections in Writing 19. Using Articles in Sentences 20. Discovering Compounds Subjects and Verbs 21. Using I in a Compound Subject 22. Pause and Share 23. Using an Editing Tally Tool 24. Correctly Revising Sentences 25. Post-Assessment	• 11.1 Understand Perimeter • 11.2 Determine Perimeter of Figures • 11.3 Determine an Unknown Side Length • 11.4 Solve Problems Involving Area and Perimeter • Math Probe	Economics Continued Activities: • JA: Sessions 1-5	
	Unit 10: Week 1: Actions, Reactions, and Interactions <u>Interactive Read-Aloud</u> • Magnetic Forces • Static Electricity • Teacher's Choice	Unit 10: Week 1 • Unaccented final syllables – en, -on, -ain, -in Handwriting Review and practice letters as needed	Shared Reading: • Magnetic Forces • Static Electricity • Fluency Lesson AR6-AR7 Mini-Lessons: • Introduce the Unit • Ask Questions • Recognize Text Structure: Cause and Effect • Build Vocabulary: Use Context Clues to Determine the Meaning of Domain-Specific Words • Introduce the Genre: Procedural Text	(Continued from previous row)	(Continued from previous row)	Writing About Our Planet • Drafting Outside the Notebook • Considering Sentence Length • Using and Defining Important Words • Writing an Introduction Writing a Conclusion	(Continued from previous row)	• 11.5 Solve Problems Involving Measurement • Unit Review/Fluency practice • Performance Task • Unit Assessment Unit 12: Measurement & Data <i>*Choose one application station per unit</i> • Readiness Diagnostic/Unit Opener-Ignite	Content: Forces, Motion, and Magnets Skills At the end of the unit, students will be able to : • Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.(3-PS2-1) • Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (3-PS2-2) • Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects no tin contact with each other(3-PS2-3) • Define a simple design problem that can be solved by applying scientific ideas about magnets. (3-PS2-4) Suggested Resource: • Mystery Science: Forces, Motion, and Magnets. Covers all PS standards and Design standards.	
	Unit 10: Week 2: Actions, Reactions, and Interactions <u>Interactive Read-Aloud</u> • The Terror of Dr. Lodestone (Part 1) • Ther Terror of Dr. Lodestone (Part 2) • Teacher's Choice	Unit 10: Week 2 • Derivational suffixes (-ing, -ment, -ness) Handwriting Review and practice letters as needed	Shared Reading: • The Terror of Dr. Lodestone (Part 1) • Ther Terror of Dr. Lodestone (Part 2) • Fluency Lesson AR7-AR8 Mini-Lessons: • Introduce the Genre: Graphic Story • Make Connections • Build Vocabulary: Use Context Clues to Determine Meaning of Domain-Specific Words • Explain How Illustrations Contribute to Mood • Describe How Character Relationships and Actions Influence Plot	(Continued from previous row)	(Continued from previous row)	Writing About Our Planet • Revising for Importance • Revising All Categories • Using an Editing Checklist • Revising and Editing on the Go Adding a Table of Contents	(Continued from previous row)	• 12.1 Measure Liquid Volume • 12.2 Estimate and Solve Problems with Liquid Volume • 12.3 Measure Mass • 12.4 Estimate and Solve Problems with Mass	(Continued from previous row)	
	Unit 10: Week 3 Actions, Reactions, and Interactions <u>Interactive Read Aloud</u> • Things Move • The Wind • Teacher's Choice	Unit 10: Week 3 • Introduce related words	Shared Reading: • What Makes Things Move • The Wind • Fluency Lesson AR10-AR11 Mini-lessons: • Recognize Text Structure: Cause and Effect • Build Vocabulary: Use Context Clues to Determine the Meaning of Domain-Specific Words • Recognize Text Structure: Steps in a Procedure • Analyze the Poet's Language and Voice • Unit Wrap-Uo	(Continued from previous row)	(Continued from previous row)	Writing About Our Planet • Creating a Final Product • Final Reflection and Celebration • Reflecting on the Year • Transfer Options • Transfer Options	(Continued from previous row)	• 12.5 Tell Time to the Nearest Minute • 12.6 Solve Problems Involving Time • 12.7 Understand Scaled Picture Graphs • 12.8 Understand Scaled Bar Graphs • 12.9 Solve Problems Involving Scaled Graphs Extra week • 12.10 Measure to Halves or Fourths of an Inch • Math Probe • 12.11 Show Measurement Dat on a Line Plot	(Continued from previous row)	

Assessments for Instruction:

• Literacy Footprints Assessment	• Reading Proficiency Checklist	• Words Their Way
• Running Records	• Writing Proficiency Checklist	• Content Areas Unit tests
	• Phonics Assessments	• Math Assessments

Quincy Public School Third Grade Curriculum Map

3 RD Trimester	Social Emotional Lessons: Review Classroom Expectations, PBIS Booster, Celebrate a great year!								
Month	Literacy Workshop				Writer's Workshop & Grammar		Math Workshop	Content Workshop (30 minutes)	
	Interactive Read Aloud (15 minutes)	Word Study: Phonics and Spelling (20-30 minutes)	Shared Reading/Mini- Lesson (20-30 minutes)	Small Group Share and Reflect (45 minutes)	Independent Learning Centers	Writer's Workshop Handwriting (45 minutes)	Grammar Study	Math Workshop Number Routine-5-7 min Launch- 5-7 min Explore & Develop- 20 min Practice & Reflect- 10 min Assess-10 min Differentiate- 10 min	*Integrate across the curriculum. Integrate across the curriculum. Independent time in literacy can also be utilized.
M A Y	<p>Author Study: Choose an author's set of narrative texts to study in depth. See appendix.</p> <ul style="list-style-type: none"> • Get to know the author (biographical information) Ex. Polacco or Bunting • Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers (R.L.3.1) • Describe the characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (RL 3.3) • Compare and contrast themes, setting, and plots of stories written by the same author about the same or similar characters (R.L.3.9) 			<p>Small groups:</p> <ul style="list-style-type: none"> ○ Guided Reading/Literature Discussion <ul style="list-style-type: none"> ▪ Word Work/Word Study/Vocab (▪ High-Frequency words (make & write) ▪ Reading text at highest instructional level: 1:1 conference, running record) ▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts ▪ Rereading texts: for text support, prepare for writing about reading, fluency practice ▪ Annotations/Graphic Organizers/ Structured response that includes text support 	<p>Suggested Opportunities</p> <ul style="list-style-type: none"> • Independent reading • Reading Responses • Collaborative Study • Author/Genre Study • Research study • Word, Language, & Vocabulary Study • Book talks • Peer Discussion • Listening • Technology 			<ul style="list-style-type: none"> • Unit Review/Fluency Practice • Performance Task • Unit Assessment <p>Unit 13: Describe and Analyze 2-Dimensional Shapes <i>*Choose one application station per unit</i></p> <ul style="list-style-type: none"> • Readiness Diagnostic/Unit Opener-Ignite 	<p>Content: Weather and Climate Skills: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Represent data in tables and graphical displays to describe typical weather conditional expected during a particular season.(3-ESS2-1) • Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2) • Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard(3-ESS3-1) <p>Suggested Resource:</p> <ul style="list-style-type: none"> • Mystery Science: Weather and Climate Covers all standards above + 3-5 ETS1-1,1-2,1-3 <p>Optional Resources:</p> <ul style="list-style-type: none"> • HMH: Unit 7- Weather and Patterns <p>Activities: Anchor Phenomenon Lessons 1-5</p> <p>Assessments: Lesson 1-5</p>
	Teacher Choice Mini-Unit							<ul style="list-style-type: none"> • 13.1 Describe and Classify Polygons • 13.2 Describe Quadrilaterals • 13.3 Classify Quadrilaterals • Math Probe 	
								<ul style="list-style-type: none"> • 13.4 Draw Quadrilaterals with Specific Attributes • Unit Review/Fluency Practice • Performance Assessment • Unit Assessment • Summative Assessment 	

Assessments for Instruction:

<ul style="list-style-type: none"> • Literacy Footprints Assessment • Running Records 	<ul style="list-style-type: none"> • Reading Proficiency Checklist • Writing Proficiency Checklist • Phonics Assessments 	<ul style="list-style-type: none"> • Words Their Way • Content Areas Unit tests • Math Assessments 	
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Quincy Public School Third Grade Curriculum Map

Third Grade ELA Reading: Literature

Key Ideas and Details

- **RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **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.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- **RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- **RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.3.8.** (Not applicable to literature)
- **RL.3.9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

- **RL.3.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Third Grade ELA Reading: Informational

Key Ideas and Details

- **RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **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.

Craft and Structure

- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6.** Distinguish their own point of view from that of the author of a text.

Quincy Public School Third Grade Curriculum Map

Integration of Knowledge and Ideas

- **RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- **RI.3.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Third grade ELA Reading: Foundational Skills

Phonics and Word Recognition

- **RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

Fluency

- **RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Third Grade ELA: Writing

Text Types and Purposes

- **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.

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- **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- **W.3.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

- **W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- **W.3.7.** Conduct short research projects that build knowledge about a topic.
- **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.9.** (Begins in grade 4)

Range of Writing

- **W.3.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Third grade ELA: Speaking and Listening

Comprehension and Collaboration

- **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.
 - 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.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

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- **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.

Presentation of Knowledge and Ideas

- **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 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.
- **SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Third Grade ELA: Language

Conventions of Standard English

- **L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., *childhood*).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.*
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
- **L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
 - Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- **L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases for effect.*
 - Recognize and observe differences between the conventions of spoken and written standard English.

Quincy Public School Third Grade Curriculum Map

Vocabulary Acquisition and Use

- **L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
- **L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Third Grade Math: Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- **3.OA.1.** Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
- **3.OA.2.** Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- **3.OA.3.** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- **3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$*

Understand properties of multiplication and the relationship between multiplication and division.

- **3.OA.5.** Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
- **3.OA.6.** Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

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Multiply and divide within 100.

- **3.OA.7.** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- **3.OA.8.** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³
- **3.OA.9.** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

¹ See Glossary, Table 2.

² Students need not use formal terms for these properties.

³ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.

Third Grade Math: Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.¹

- **3.NBT.1.** Use place value understanding to round whole numbers to the nearest 10 or 100.
- **3.NBT.2.** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **3.NBT.3.** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

¹ A range of algorithms may be used.

Third Grade Math: Number and Operations: Fractions

Develop understanding of fractions as numbers.

- **3.NF.1.** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- **3.NF.2.** Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

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- Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- **3.NF.3.** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

¹ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

Third Grade Math: Measurement & Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- **3.MD.1.** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- **3.MD.2.** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.²

Represent and interpret data.

- **3.MD.3.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
- **3.MD.4.** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- **3.MD.5.** Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- **3.MD.6.** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- **3.MD.7.** Relate area to the operations of multiplication and addition.

Quincy Public School Third Grade Curriculum Map

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- **3.MD.8.** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

¹ Excludes compound units such as cm³ and finding the geometric volume of a container.

² Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

Third Grade Math: Geometry

Reason with shapes and their attributes.

- **3.G.1.** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- **3.G.2.** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Quincy Public School Third Grade Curriculum Map

Illinois Learning Standards for Social Science-3rd Grade

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

Developing and Planning Inquiries	Evaluating Sources and Using Evidence	Communicating Conclusions and Taking Informed Action
SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.	SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.
SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.	SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.
SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.		SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.
		SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problem
		SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.

Civics	Economics and Financial Literacy	Geography	History
SS.3.CV.1. Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways	SS.3.EC.1. Compare the goods and services that people in the local community produce and those that are produced in other communities.	SS.3.G.1. Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.	SS.3.H.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.
SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.	SS.3.EC.2: Generate examples of the goods and services that governments provide.	SS.3.G.2. Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.	SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions
	SS.3.EC.FL.3. Describe the role of banks and other financial institutions in an economy	SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.	SS.3.H.3.3. Identify and analyze how different kinds of historical sources are used to explain events in the past.
	SS.3.EC.FL.4. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.		

Quincy Public School Third Grade Curriculum Map

Illinois 3rd Grade Science Standards

Forces and Interactions

3. Forces and Interactions		
Students who demonstrate understanding can:		
<p>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]</p>		
<p>3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]</p>		
<p>3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]</p>		
<p>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.* [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<p style="text-align: center;">Science and Engineering Practices</p> <p>Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3) Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1) Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns. (3-PS2-2)</p> <p>Scientific Investigations Use a Variety of Methods Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)</p>	<p style="text-align: center;">Disciplinary Core Ideas</p> <p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> Objects in contact exert forces on each other. (3-PS2-1) Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4) 	<p style="text-align: center;">Crosscutting Concepts</p> <p>Patterns Patterns of change can be used to make predictions. (3-PS2-2)</p> <p>Cause and Effect Cause and effect relationships are routinely identified. (3-PS2-1) Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)</p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)</p>
Connections to other DCIs in third grade: N/A		
Articulation of DCIs across grade-levels: K.PS2.A (3-PS2-1); K.PS2.B (3-PS2-1); K.PS3.C (3-PS2-1); K.ETS1.A (3-PS2-4); 1.ESS1.A (3-PS2-2); 4.PS4.A (3-PS2-2); 4.ETS1.A (3-PS2-4); 5.PS2.B (3-PS2-1); MS.PS2.A (3-PS2-1), (3-PS2-2); MS.PS2.B (3-PS2-3), (3-PS2-4); MS.ESS1.B (3-PS2-1), (3-PS2-2); MS.ESS2.C (3-PS2-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)	
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. (3-PS2-3)	
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)	
W.3.7	Conduct short research projects that build knowledge about a topic. (3-PS2-1), (3-PS2-2)	
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1), (3-PS2-2)	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3) <i>Mathematics –</i>	
MP.2	Reason abstractly and quantitatively. (3-PS2-1)	
MP.5	Use appropriate tools strategically. (3-PS2-1)	
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)	

Quincy Public School Third Grade Curriculum Map

Interdependent Relationships in Ecosystems

3. Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data</p> <p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations.</p> <p>When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1) <p>Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.</p> <ul style="list-style-type: none"> Construct an argument with evidence, data, and/or a model. (3-LS2-1) Construct an argument with evidence. (3-LS4-3) Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4) 	<p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (<i>secondary to 3-LS4-4</i>) <p>LS2.D: Social Interactions and Group Behavior</p> <ul style="list-style-type: none"> Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (<i>Note: Moved from K–2</i>) (3-LS2-1) <p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (<i>Note: Moved from K–2</i>) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1) <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3) <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1),(3-LS4-3) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Observable phenomena exist from very short to very long time periods. (3-LS4-1) <p>Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. (3-LS4-4) <p>-----</p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>-----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4) <p>-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>-----</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes consistent patterns in natural systems. (3-LS4-1)

Connections to other DCIs in third grade: **3.ESS2.D** (3-LS4-3); **3.ESS3.B** (3-LS4-4)

Articulation of DCIs across grade-levels: **K.ESS3.A** (3-LS4-3)(3-LS4-4); **K.ETS1.A** (3-LS4-4); **1.LS1.B** (3-LS2-1); **2.LS2.A** (3-LS4-3),(3-LS4-4); **2.LS4.D** (3-LS4-3),(3-LS4-4); **4.ESS1.C** (3-LS4-1); **4.ESS3.B** (3-LS4-4); **4.ETS1.A** (3-LS4-4); **MS.LS2.A** (3-LS2-1),(3-LS4-1)(3-LS4-3),(3-LS4-4); **MS.LS2.C** (3-LS4-4); **MS.LS4.A** (3-LS4-1); **MS.LS4.B** (3-LS4-3); **MS.LS4.C** (3-LS4-3),(3-LS4-4); **MS.ESS1.C** (3-LS4-1),(3-LS4-3),(3-LS4-4); **MS.ESS2.B** (3-LS4-1); **MS.ESS3.C** (3-LS4-4)

Common Core State Standards Connections:

ELA/Literacy –

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1),(3-LS4-3),(3-LS4-4)
- 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. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1),(3-LS4-3),(3-LS4-4)
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)
- 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 at an understandable pace. (3-LS4-3),(3-LS4-4)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (3-LS4-1),(3-LS4-3),(3-LS4-4)
- MP.4** Model with mathematics. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
- MP.5** Use appropriate tools strategically. (3-LS4-1)
- 3.NBT** Number and Operations in Base Ten (3-LS2-1)
- 3.MD.B.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-3)
- 3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

Quincy Public School Third Grade Curriculum Map

Inheritance and Variation of Traits: Life Cycles and Traits

3.Inheritance and Variation of Traits: Life Cycles and Traits

Students who demonstrate understanding can:

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Develop models to describe phenomena. (3-LS1-1) <p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2) Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science findings are based on recognizing patterns. (3-LS1-1) 	<p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Many characteristics of organisms are inherited from their parents. (3-LS3-1) Other characteristics result from individuals’ interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) The environment also affects the traits that an organism develops. (3-LS3-2) <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) Patterns of change can be used to make predictions. (3-LS1-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2)

Connections to other DCIs in third grade: **3.LS4.C** (3-LS4-2)

Articulation of DCIs across grade-levels: **1.LS3.A** (3-LS3-1),(3-LS4-2); **1.LS3.B** (3-LS3-1); **MS.LS1.B** (3-LS1-1), (3-LS3-2); **MS.LS2.A** (3-LS4-2); **MS.LS3.A** (3-LS3-1); **MS.LS3.B** (3-LS3-1),(3-LS4-2); **MS.LS4.B** (3-LS4-2)

Common Core State Standards Connections:

ELA/Literacy –

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2),(3-LS4-2)
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2),(3-LS4-2)
- 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. (3-LS3-1),(3-LS3-2),(3-LS4-2)
- RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2),(3-LS4-2)
- 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 at an understandable pace. (3-LS3-1),(3-LS3-2),(3-LS4-2)
- 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. (3-LS1-1)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2),(3-LS4-2)
- MP.4** Model with mathematics. (3-LS1-1),(3-LS3-1),(3-LS3-2),(3-LS4-2)
- 3.NBT** Number and Operations in Base Ten (3-LS1-1)
- 3.NF** Number and Operations—Fractions (3-LS1-1)
- 3.MD.B.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2)
- 3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2)

Quincy Public School Third Grade Curriculum Map

Weather and Climate

3.Weather and Climate

Students who demonstrate understanding can:

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*

[Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data</p> <p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1) <p>Engaging in Argument from Evidence</p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1) <p>Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2) 	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1) <p>-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1) <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Science affects everyday life. (3-ESS3-1)

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels: **K.ESS2.D** (3-ESS2-1); **K.ESS3.B** (3-ESS3-1); **K.ETS1.A** (3-ESS3-1); **4.ESS2.A** (3-ESS2-1); **4.ESS3.B** (3-ESS3-1); **4.ETS1.A** (3-ESS3-1); **5.ESS2.A** (3-ESS2-1); **MS.ESS2.C** (3-ESS2-1),(3-ESS2-2); **MS.ESS2.D** (3-ESS2-1),(3-ESS2-2); **MS.ESS3.B** (3-ESS3-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1)

W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2),(3-ESS3-1)

MP.4 Model with mathematics. (3-ESS2-1),(3-ESS2-2), (3-ESS3-1)

MP.5 Use appropriate tools strategically. (3-ESS2-1)

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1)

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in bar graphs. (3-ESS2-1)

Quincy Public School Third Grade Curriculum Map

Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

Author Studies: Teaching for Deep Comprehension p. 91-92

- An author is selected to study.
- The teacher shares the author's biographical information.
- The teacher displays several titles by the author, and students select one to be read aloud.
- The teacher reads the text aloud; students draw or record their impressions and ideas on sticky notes to be shared and discussed later.
- The teacher and the students construct a chart that focus on one of the following: theme, language, biographical information, special features and other information.
- The teacher supplies multiple copies of several titles.
- The students select a text to read independently.
- The student form peer discussion groups with other students who have read the same text.
- Suring share time, student describe their favorite parts, quotes, and reflections, encouraging other students to read the text.
- The teacher and the students continue this cycle until all the titles in the author study have been read.

Marzano's 6 steps for vocabulary instruction:

Step 1 – Describe – provide a description, explanation, or example of the new term. Looking up words in dictionaries is not useful for teaching vocab Provide a context for the term; tell a story that integrates the term Introduce direct experiences that provide examples of the term Use current events to connect to something familiar & videos as the stimulus for understanding Describe your own mental image of the term; find or create pictures that explain the term

Step 2 – Restate – students restate the description, explanation, example in their own words Discuss with a partner or table/rug buddy; monitor misunderstandings Must be student's original ideas, not parroting the teacher Students record their description in their Vocabulary Notebook

Step 3 – Graphic Representations – students represent the term non-linguistically Create graphic representations without using words Draw using pictures and symbols Provide examples of student's drawings (and your own) that are rough but represent the ideas Do not overdraw the term, it's a graphic sketch Students record their graphic representation in their Vocabulary Notebook

Step 4 – Activities – engage students periodically in activities that add to their knowledge of the terms Highlight prefixes, suffixes, root words that will help them remember the meaning of the term Identify synonyms and antonyms for the term List related words; compare terms Use graphic organizers to identify examples and non-examples of the term Draw an addition graphic Translate the term into another language(s) for second language learners Sort and classify terms Write incomplete analogies for students to complete Allow students to write (or draw) their own analogies Compare similarities and differences of two terms Revisit original description in Vocabulary Notebook, add to, revise and edit to solidify understanding

Step 5 – Discuss – ask students to discuss terms with each other Think-Pair-Share: compare their descriptions of the terms Describe their pictures to one another Explain to each other any new information that have learned (“a-ha’s”) Identify areas of disagreement or confusion and seek clarification Students continue to make revisions to their own work

Step 6 – Games – play games with the terms (games may be one of the most underused instructional tools in education) Setting aside time each week to play games in order to re-energize students and guide them in the review and use of important terms. Games such as Jeopardy, Pyramid, I Have-Who Has, Pictionary, Memory, Charades, Name that Category, Bingo, Create a Skit, kids make their own games Utilize 21st century resources like games on the Smartboard, iPod, websites like www.visualthesaurus.com, <http://innovativocab.wikispaces.com>, www.visuwords.com, www.thesaurus.com, www.wordsmith.org, www.wordle.net | iPod Apps – (free) Hangman, Word Warp, Vocab Quiz, Vocab Free, Vocabolistic, Vocab Daily, Word Search, Vocabulary Cartoons

Quincy Public School Third Grade Curriculum Map

TEACHER'S SCHEDULE: 2024-2025									
First Name: _____ Last Name: _____						Room # _____			
School: _____			Grade: _____		# of Students: _____				
Time from	Time to	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	Minutes per week	
8:25	8:45	20	Breakfast/Morning Routines						
8:45	9:15	30	MUSIC	Interactive RA/Phonics	MUSIC	Interactive RA/Phonics	MUSIC		
9:15	9:45	30	Interactive RA/Phonics	Library	Interactive RA/Phonics	Phonics/Shared Reading	PE		
9:45	10:15	30	Phonics	Phonics/Shared Reading	Phonics/Shared Reading	Mini-lesson	Interactive RA/Phonics		
						Small groups/Independent			
10:15	10:45	30	Shared Reading/Mini-lesson	Mini-lesson	PE	Small groups/Independent	Phonics/Shared Reading		
10:45	11:15	30	Small Groups/Independent	Small groups/Independent	Small groups/Independent	Small groups/Independent Handwriting	Mini-lesson/Small groups		
11:15	11:45	30	PE	Small groups/Independent Handwriting		Content	Small groups/Independent		
11:45	12:25	40	Small Groups/Independent/Share Math	Math	Math	Math	Math		
12:25	12:55	30	LUNCH						
12:55	1:10	15	RECESS						
1:10	2:00	40	Math						
2:00	2:45	45	Writer's Workshop						
2:45	3:15	30	Content			PE	Content		
3:15	3:35	20	Supervision						
							Total Special Minutes		