

# Quincy Public School Third Grade Curriculum Map

1 <sup>st</sup> trimester Big Idea/Theme:							
1 <sup>st</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
AUGUST	<b>Whole Group:</b> Read Aloud, Shared Reading, or Close Reading, Mini lessons, Share Time  Vocabulary lessons should follow the structure of Marzano’s 6 steps using a mentor text- see appendix	<b>Small Group:</b> Guided Reading, Literature Discussion Group, Collaborative Reasoning, Conferences, Tailored Mini-lessons	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.	<b>Writer’s Workshop Framework:</b> <b>Whole Class:</b> Write Aloud, Shared/Interactive writing, Mini-lessons, Share Time <b>*Use of knowledge of text structure, composing strategies, and knowledge</b> <b>Small Group:</b> Guided Writing , Collaborative Reasoning, Conferences, Tailored Mini-lessons <b>Independent Practice:</b> One on one conferences, independent/writing, projects			
	The following standards should be addressed through Close Reads and small group instruction: 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. 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 grades 2-3 text complexity band independently and proficiently. L. 3.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						
	<b>Launching the Workshop</b> <ul style="list-style-type: none"><li>Guidelines for reading workshop</li><li>Selecting and enjoying books</li><li>Thinking and talking about your book- How to buzz with others</li><li>Abandoning a book</li><li>Keeping a record of your reading</li><li>Using sticky notes (WAR: recording thinking on the notes)</li><li>Checking for understanding</li></ul> <b>Launching/Personal Narrative Unit (to prepare for writing unit)*</b> Teacher uses a mentor text to demonstrate and provide guided practice for students Close read: <b>My Rotten Red Headed Older Brother- Day 1</b>	<b>Support and establish independence at options</b>		<b>Launching Unit</b> <i>Students are given multiple opportunities to write daily through teacher selected writing tasks.</i> <ul style="list-style-type: none"><li>Establishing routines and procedures</li><li>Choosing and using a writer’s notebook</li><li>Carrying on independently as writers/Spelling tools</li><li>Roles of the teacher vs. students- conferencing- goal setting</li><li>Establishing writing partners/Share time expectations</li></ul>	<b>Launching the Phonics Workshop</b> <ul style="list-style-type: none"><li>Blending</li><li>Build automaticity</li><li>Accountable text</li><li>Spell/Sort words</li><li>Build fluency</li></ul> <b>Handwriting</b>	<b>• BOY Assessment Unit 1</b> <b>*Basic Facts review- Addition &amp; Subtraction</b>  <b>• 1-1 Number Grids</b> <b>• 1-2 Introducing the Student Reference Book</b>	<b>Civics in Communities Near and Far * A Unit with the Civics and Geography standards could be combined.</b> <b>Skills:</b> At the end of this unit, students will be able to: <ul style="list-style-type: none"><li>Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways. (SS.3.CV.1.- covered in JA</li><li>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</li></ul> <b>Optional Resources :</b> <ul style="list-style-type: none"><li>MyWorld Chapter 4: Government, Landmarks, &amp; Symbols</li><li>MyWorld: Chapter 5: Citizenship and Civic Engagement</li><li>MyWorld:Chapter 7: Celebrating Our Community</li><li>EngageNY: Children’s Rights</li><li>JA: Our City</li><li>HMH: Role of Citizens</li><li>HMH: How America Works</li><li>Defined Learning: Leader: Historical Settlement</li></ul> <b>Essential Questions:</b> <ul style="list-style-type: none"><li>What different types of communities do people live in?</li></ul> <b>Activities:</b> <b>3-week unit created by DLT on Schoology</b> <b>Week1:</b> <ul style="list-style-type: none"><li>Citizenship</li><li>Rights and responsibilities</li><li>Roles of a citizen</li></ul> <b>Week 2</b> <ul style="list-style-type: none"><li>Different types of communities</li><li>Changing the world</li></ul> <b>Assessments:</b> <ul style="list-style-type: none"><li>Writing prompt(paragraph)</li><li>Travel brochure</li></ul>
	Close read: <b>My Rotten Red Headed Older Brother- Day 2-3</b> <ul style="list-style-type: none"><li>Ask and answer questions about a text. (RL.3.1)</li><li>Recount stories and determine the heart of the story. (RL.3.2)</li><li>Refer to parts of the story to describe how parts of the story build on earlier sections. (RL.3.5)</li><li>Describe characters and their feelings based on the author's illustrations. (RL.3.3) (RL.3.7)</li></ul> Close read: <b>Wednesday Surprise</b> <ul style="list-style-type: none"><li>Answer questions to determine understanding of text. (R.L.3.1)</li><li>Recount the story - fill out text map (R.L.3.2)</li><li>Determine the central message or lesson (R.L.3.2)</li><li>Determine the meanings of words and phrase as they are used in the text (R.L.3.3)</li><li>Describe Anna and Grandma (character feelings) (R.L.3.3)</li></ul> <ul style="list-style-type: none"><li>What are you noticing about the text structure?</li><li>Definition of personal narrative/author’s purpose</li></ul>	<b>Support and establish independence at options</b>	Begin teaching independent opportunities Options: <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses</li><li>Collaborative Study</li><li>Author/Genre Study</li><li>Research study</li><li>Word, Language, &amp; Vocabulary Study</li><li>Book talks</li><li>Peer Discussion</li><li>Listening</li><li>Technology</li></ul>	<b>Paragraph Unit</b> <ul style="list-style-type: none"><li>Pre-test- write a paragraph about...</li><li>Simple sentences- subject/verb agreement</li><li>What is a paragraph? Teacher demonstrates</li><li>Indent &amp; Topic sentence</li><li>Elaborate<ul style="list-style-type: none"><li>Adjectives, add words for effect, compound sentences.</li></ul></li><li>Closing Sentence</li><li>Revise<ul style="list-style-type: none"><li>Minimum 5 sentences- include subject/verb agreement</li><li>Example of elaboration</li><li>One Topic</li></ul></li><li>Edit<ul style="list-style-type: none"><li>Indented</li><li>Capital letters</li><li>End punctuation</li><li>Use of spelling tools</li></ul></li></ul>	<b>Launching the Phonics Workshop</b> <ul style="list-style-type: none"><li>Spelling/ Dictation</li><li>Reading Big words</li><li>Decode by analogy</li><li>High frequency words</li><li>Extend the learning</li></ul> <b>Handwriting</b>	<b>• 1-3 Tools for Mathematics</b> <b>• 1-4 Number Lines and Rounding</b> <b>• 1-5 Time</b>	

Assessments for Instruction:

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| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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1 <sup>st</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons: Second Step: Lessons 2-5							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
S E P T E M B E R	<p><b><u>Develop &amp; apply the strategy of: Engaging with books</u></b></p> <ul style="list-style-type: none"><li>Building reading stamina: getting hooked on a book, Staying with a book, and setting long-term reading goals</li></ul> <p><b><u>Create an anchor chart to review/teach strategies to problem solve unfamiliar words:</u></b></p> <ul style="list-style-type: none"><li>Ex: Think about the story, word parts, think about a word I know(analogy), Does it sound like a word I know, flexible with sounds across multiple mentor texts</li><li>Ex. Self-monitoring for meaning and comprehension: Rereading, reading on, text features</li></ul> <p><b><u>WAR:</u></b> Setting up your response journal</p> <ul style="list-style-type: none"><li>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?</li></ul>	<p>Small groups:</p> <ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Word Work/Word Study/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support</li></ul> <p>Refer to Literacy Behaviors for Reading level in the Fountas &amp; Pinnell Continuum &amp; Schoology</p>	<p>Suggested Options:</p> <ul style="list-style-type: none"><li>Independent reading- Encourage students to explore different types of literature</li><li>Reading Responses: How has the text changed your life in some way?</li><li>Collaborative Study:</li><li>Author/Genre Study: Genre sort/Genre Scavenger Hunt</li><li>Research study: Building Communities</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: How do you feel about the text and why?</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Provide multiple opportunities for students to practice writing paragraphs</li><li>Post assessment-Write a paragraph about....(teacher choice)</li></ul>	<p>Unit 1: Week 1</p> <ul style="list-style-type: none"><li>Short vowels</li></ul> <p><b><u>Handwriting</u></b></p> <p>Begin reviewing manuscript- lower and uppercase letters in the following order</p> <ul style="list-style-type: none"><li>L,I,T,O</li><li>A,D,C,E</li></ul>	<ul style="list-style-type: none"><li>1-6 OR How long is a Morning?</li><li>1-6 OR How long is a morning?</li><li>1-7 Scaled Bar Graphs-</li></ul>	<p><b>Continue Above</b></p> <p><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"><li>Brochure: Type of communities</li><li>Geography related to communities.</li><li>Natural resources, culture, and laws of communities</li></ul>
	<p><b><u>Develop &amp; apply the strategy of: Summarizing &amp; Retelling</u></b></p> <ul style="list-style-type: none"><li>Summarizing &amp; Retelling narrative text: (story arc, glove, text map, somebody wanted but so then)</li></ul> <p><b><u>WAR:</u></b></p> <ul style="list-style-type: none"><li>Summarizing and retelling narrative text (story arc, text map, story glove, somebody wanted but so then)</li></ul> <p><b><u>Language:</u></b> Parts of speech: Explain the function of nouns, pronouns, verbs, adjectives and adverbs L.3.1a</p> <ul style="list-style-type: none"><li>Identify and use correctly in sentences</li></ul>	<p>Small groups:</p> <ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Word Work/Word Study/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support</li></ul> <p>Refer to Literacy Behaviors for Reading level in the Fountas &amp; Pinnell Continuum &amp; Schoology</p>	<ul style="list-style-type: none"><li>Independent reading- Encourage students to explore different types of literature</li><li>Reading Responses: Summarize/Text map</li><li>Collaborative Study:</li><li>Author/Genre Study: Genre sort/Genre Scavenger Hunt/Genre Explorations</li><li>Research study: What is an engineer?</li><li>Word, Language and Vocabulary Study</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Summarize Text</li><li>Technology:</li></ul>	<p><b><u>Personal Narrative Unit-</u></b></p> <p><i>Teacher demonstrates with mentor text and writes a personal narrative with the class to demonstrate the process</i></p> <ul style="list-style-type: none"><li>Strategies for gathering ideas/seeds</li><li>How writers plan (i.e. turn and talk, text map)</li><li>Introductions</li><li>Point of view (1<sup>st</sup> person)</li></ul>	<p>Unit 1: Week 2:</p> <ul style="list-style-type: none"><li><u>Long a (a e, ai,ay,a)</u></li></ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"><li>F,G,J,Q</li><li>U,S,B,P</li></ul>	<p>*1-8 Multiplication Strategies</p> <p>1-9 Introducing Division</p>	<p><b><u>Content: Geography in Communities Near and Far</u></b></p> <p><b><u>Skills:</u></b> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"><li>Locate major landforms and bodies of water on a map or other representation.(SS.G.1.3)</li><li>Compare how people modify and adapt to the environment and culture in our community to other places.(SS.G.2.3)</li><li>Show how consumption of products connects people to distant places.(SS.G.3.3)</li></ul> <p><b><u>Optional Resources:</u></b></p> <ul style="list-style-type: none"><li>MyWorld: Chapter 1: Our Environment</li><li>EngageNY: Geography</li><li>EngageNY: Globalization</li><li>JA: Our City*</li><li>HMH: Mapping Our World</li><li>HMH: Communities*</li><li>HMH: U.S. Geography</li><li>HMH: Communities Change</li><li><i>Defined Learning: Market Researcher: US Regions</i></li><li><i>Defined Learning: Ancient Engineer- Roman Roads</i></li><li><i>Defined Learning: Backpack Product Design</i></li><li><i>Defined Learning: Floral Designer</i></li><li><i>Defined Learning: Leader: Historical Settlement</i></li><li><i>Defined Learning: Naturalist: Monarch Butterflies</i></li><li><i>Defined Learning: Transportation Engineer</i></li></ul>
	<p>Author Study: Choose an author’s set of narrative texts to study in depth. See appendix.</p> <ul style="list-style-type: none"><li>Get to know the author (biographical information) Ex. Polacco or Bunting</li><li>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)</li><li>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)</li><li>Compare and contrast themes, setting, and plots of stories written by the same author about the same or similar characters (R.L.3.9)</li></ul> <p><b><u>Develop &amp; apply the strategy of:</u></b></p> <ul style="list-style-type: none"><li>Describe character traits</li><li>Describe character motivations and how they change</li></ul> <p><b>WAR:</b> Character traits and text evidence(t-chart)</p>	<p>Small groups:</p> <ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Word Work/Word Study/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support</li></ul> <p>Refer to Literacy Behaviors for Reading level in the Fountas &amp; Pinnell Continuum &amp; Schoology</p>	<ul style="list-style-type: none"><li>Independent reading- Build reading Stamina</li><li>Reading Responses: Summarize/Text map</li><li>Collaborative Study:</li><li>Author/Genre Study: Explore narrative texts- What do you notice?</li><li>Research study: What jobs can an engineer have?</li><li>Word, Language and Vocabulary Study</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Somebody wanted so but then...</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Sequencing of temporal words</li><li>Subject verb agreement</li><li>Dialogue: exposure</li><li>Elaboration: Show don’t tell</li><li>Elaboration: Heart of the Story</li></ul>	<p>Unit 1: Week 3</p> <ul style="list-style-type: none"><li>Long o(o_e, oa, ow, o) and Long u(u_e, ue, ew, u)</li></ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"><li>R,N,M,H</li></ul>	<ul style="list-style-type: none"><li>1-10 Foundational Multiplication Facts</li><li>1-11 The Length-of-day project</li><li>1-12- Exploring Mass, Equal Shares, and Equal Groups</li></ul>	
	<p><b><u>Develop &amp; apply the strategy of: Making Connections</u></b></p> <ul style="list-style-type: none"><li>Making Connections (coincidence vs. Connection): Using connections to better understand the story or characters</li></ul> <p><b><u>WAR:</u></b> Making Connections (short response)</p> <p><b><u>Language:</u></b> Use irregular Plural Nouns-L.3.1b</p> <ul style="list-style-type: none"><li>Identify and form irregular plural nouns</li></ul>	<p>Small groups:</p> <ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Word Work/Word Study/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Annotations/Graphic Organizers/ Structured response that includes text support</li></ul> <p>Refer to Literacy Behaviors for Reading level in the Fountas &amp; Pinnell Continuum &amp; Schoology</p>	<ul style="list-style-type: none"><li>Independent reading- Build reading Stamina</li><li>Reading Responses: Somebody wanted so but then...</li><li>Collaborative Study:</li><li>Author/Genre Study: Explore narrative texts- What do you notice?</li><li>Research study: What are forces?</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Character Traits/Text Evidence T-chart</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Closure</li><li>Revision: Introductions/ Conclusion</li><li>Revision: Adding details/ Words &amp; phrases: Adjectives</li><li>Editing: Peer conferencing/Conventions</li><li>Publishing conference expectations/Publish &amp; Celebrate(optional)</li></ul> <p>*Use a variety of digital tools to produce and publish</p>	<p>Unit 2: Week 1</p> <ul style="list-style-type: none"><li><u>Long e(e_e, ea, ee, ey,y,ie,e)</u></li></ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"><li>V,Y,W,X</li></ul>	<ul style="list-style-type: none"><li>1-13 Measuring Mass</li><li>Unit 1 Review</li><li>1-14- Unit 1 Progress Check</li><li>1-14 Unit 1 Progress Check (OR)</li></ul>	<p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"><li>Locate major landforms and bodies of water.</li><li>Identify their city, state, country, and continent on a map.</li><li>Identify how people adapt to their environment and connect with other places to obtain goods.</li></ul> <p><b><u>Activities:</u></b></p> <p><b><u>Assessments:</u></b></p>

Assessments for Instruction:

<ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul>	<ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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Social Emotional Lessons PBIS Booster, Second Step: Unit 2: Lessons 6-7, Review class expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
OCTOBER	<b><u>ODW: Narrative Task: Camping with Cousins - * Use this time and Writer’s Workshop for ODW :</u></b> <ul style="list-style-type: none"><li>Session 1-4: Lesson can be split in RW and WW.</li></ul>	<b>Collaborative Reasoning:</b> <ul style="list-style-type: none"><li>Teach purpose, procedures (demonstration/fishbowl)</li><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul>	Options: <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Character Traits/Text Evidence T-Chart</li><li>Collaborative Study:</li><li>Author/Genre Study: Explore narrative texts- What do you notice?</li><li>Research study: Forces in Motion</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Making Connections</li><li>Technology:</li></ul>	<b><u>ODW: Narrative Task: Camping with Cousins :Sessions1-4</u></b> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li><li>Determine the central message and explain how it is conveyed through key details in the text. (RL 3.2)</li><li>Describe characters in a story and explain how their actions contribute to the sequence of events. (RL 3.3)</li><li>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL 3.4)</li><li>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL 7)</li><li>Camping with Cousins: Write a story about the family’s time swimming. (RL1, RL3, W4-10)</li></ul>	<b>Unit 2: Week 2</b> <ul style="list-style-type: none"><li>Long I( i _e, igh, y,ie, i) <b>Handwriting</b></li><li>K,Z</li></ul>	<b><u>Unit 2-Number Stories and Arrays</u></b> *Basic Facts- Being able to add and subtract from a given number <ul style="list-style-type: none"><li>2-1 Extended Facts: Addition and Subtraction</li><li>2-2 Number Stories</li><li>2-3 More number stories</li></ul>	<b><u>Content: Forces and Interactions Skills</u></b> <b><u>At the end of the unit, students will be able to :</u></b> <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>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)</li><li>Define a simple design problem that can be solved by applying scientific ideas about magnets. (3-PS2-4)</li></ul> <b><u>Suggested Resource:</u></b> <ul style="list-style-type: none"><li>Mystery Science: Invisible Forces: 5 lessons= 4 weeks. Covers all PS standards and Design standards.</li></ul> <b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>HMH: Unit 2</li><li>HMH Unit 3</li><li>Define Learning: Transportation Engineer (PS2-1,PS2-2,PS2-3, PS2-4, ETS1)</li><li>Defined Learning: Playground Designer: Shapes in Park Design(ETS1,PS2-2)</li></ul> <b><u>Essential Questions:</u></b>  <b><u>Activities:</u></b> Week 1- Anchor Phenomenon/Lesson 1 Week 2 Lesson 2 Week 3- Lesson 3/4 Week 4- Lesson 5  <b><u>Assessments:</u></b> Week 1-Lesson 1 Week 2 Lesson 2 Week 3- Lesson 3/4 Week 4- Lesson 5
	<b><u>Opinion Unit: Book Review (to prepare for writing unit): Days 1-3</u></b> Close read of student written book reviews (teacher choice)  Develop and apply the strategies of reading to determine opinions and understand the structure and development of a book review ( Day 1 & Day 2) <ul style="list-style-type: none"><li>Read and answer questions to understand an opinion in a book review (RI.3.1)</li><li>Determine main idea of an opinion in a book review (RI.3.2 and RI.3.6)</li><li>Notice and name the structure of a book review (RI.3.8)</li><li>Notice and name the purpose of linking words and phrases to connect opinions and reasons in a book review (L.3.2)</li><li>Compare and contrast important details in two texts/book reviews on same topic (RI.3.9)</li></ul> <b><u>Language: Use Regular Plural Nouns-L.3.1b</u></b> <ul style="list-style-type: none"><li>Identify and form regular plural nouns</li></ul> <b><u>Language: Use abstract nouns- L.3.1c</u></b> <ul style="list-style-type: none"><li>Differentiate between concrete and abstract nouns</li></ul>	<b>Collaborative Reasoning:</b> <ul style="list-style-type: none"><li>Teach purpose, procedures (demonstration/fishbowl)</li><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul>	<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Making connections</li><li>Collaborative Study:</li><li>Author/Genre Study: Explore Opinion texts- What do you notice?</li><li>Research study: Forces in Motion</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Compare and contrast important details</li><li>Technology:</li></ul>	<b><u>ODW: Finish Narrative Task</u></b>  <b>*Independent writing prompt personal narrative- writing proficiency checklist</b>  <b><u>Opinion Unit: Book Review</u></b> <i>* Teacher demonstrates with mentor text and writes a book review with the class to demonstrate the process</i> <ul style="list-style-type: none"><li>Teacher gives a book review(talk)/Orally rehearse a book review with peers</li><li>Write a catchy lead to hook the reader.</li></ul>	<b>Unit 2: Week 3</b> <ul style="list-style-type: none"><li>Compound words  <b>Handwriting</b> Begin Teaching cursive handwriting in the following order:<ul style="list-style-type: none"><li>i,t,u,w</li></ul></li></ul>	<ul style="list-style-type: none"><li>2-4 Multi-step Number stories part 1</li><li>2-5 Multi-step Number Stories Part 2</li><li>2-6 Equal groups</li><li>2-7 Multiplication Arrays</li></ul>	
	<b><u>Continue Book Review</u></b>  <b><u>Language: Use Regular and Irregular Verbs- L.3.1d</u></b> <ul style="list-style-type: none"><li>Distinguish between regular and irregular past tense verbs</li><li>Learn spelling rules for regular past tense verbs</li><li>We must memorize the spellings of irregular past tense verbs</li></ul>	<ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li></ul></li><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li></ul></li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul>	<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Summarize</li><li>Collaborative Study</li><li>Author/Genre Study: Author Study texts- What is the same?</li><li>Research study: Historical Communities</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Book Review</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Write a summary without giving away the best part/ending</li><li>Supporting reasons for opinion (what did the author illustrator do well or not do well)</li><li>State reasons along with supporting details for each reason (text evidence)</li><li>Recommend who should read a book (audience)</li></ul>	<b>Unit 3: Week 1</b> <ul style="list-style-type: none"><li>R-controlled vowels (ar,or)  <b>Handwriting</b><ul style="list-style-type: none"><li>e,l,b</li></ul></li></ul>	<ul style="list-style-type: none"><li>2-8 OR Picturing Division</li><li>2-8 OR Picturing Division</li><li>2-9 Modeling Division</li><li>2-10- Playing Division Arrays</li></ul>	
	<b><u>Informational Unit: Preparing to write an informational text</u></b> <b><u>Steve Jenkins Author Study</u></b> Close Read: _____ Teacher choice regarding texts chosen <b><u>Develop and Apply the Strategies of:</u></b> Determining the main idea and details in an informational text using the text and text features and begin to take notes <ul style="list-style-type: none"><li>Ask and answer questions of text to understand the explicit message (RI.3.1)</li><li>Determine the main idea of a text, recount details and how they support the main idea (RI.3.2)</li><li>Use text features to locate information relevant to a topic (RI.3.5)</li><li>Use information gained from illustrations to demonstrate understanding of a text (RI.3.7)</li><li>Gather information from print sources and take brief notes into provided categories (W.3.8)</li></ul> <b><u>Language: Use pronoun-antecedent agreement</u></b> <ul style="list-style-type: none"><li>Identify pronouns and their function in sentences</li><li>Understand that pronouns must match their antecedents in number and gender</li></ul> <b><u>WAR: Note-taking(research)):</u></b> Ex. T-chart, 2 column, boxes & bullets)	<ul style="list-style-type: none"><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Summarize</li><li>Collaborative Study</li><li>Author/Genre Study: Informational Text Features- Scavenger Hunt</li><li>Research study: Historical Communities</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Book Review</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Conclusion</li><li>Revise to strengthen writing/Use subject-verb agreement (L.3.1f)</li><li>Edit for conventions</li><li>Optional: Publish for an audience (use technology)</li></ul> <i>*Use a variety of digital tools to produce and publish</i>	<b>Unit 3: Week 2</b> <ul style="list-style-type: none"><li>R-controlled vowels (er,ir,ur)  <b>Handwriting</b><ul style="list-style-type: none"><li>h,f,k</li></ul></li></ul>	<ul style="list-style-type: none"><li>2-11 Frames and Arrows</li><li>2-12 Exploring Fraction Circles, Liquid Volume, and Area Unit 2 review</li></ul>	

Assessments for Instruction:

<ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul>	<ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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# Quincy Public School Third Grade Curriculum Map

2 <sup>nd</sup> trimester Big Idea/Theme:									
2 <sup>nd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.									
Social Emotional Lessons Second Step: Lessons 8, PBIS Booster, SS Lesson 9, Review Expectations, SS Lesson 10									
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>		
	Whole Group Lessons	Small Group Options	Independent Learning Options						
NOVEMBER	<p>Read Aloud: _____</p> <p><b>Comprehension Toolkit Lessons</b></p> <ul style="list-style-type: none"><li>Read, Write, and Talk (CTK)*</li><li>Follow the Text Signposts*</li><li>Merge Your thinking with new learning*</li><li>Class model – choose another tribe (Ducksters resource)</li></ul> <p><b>WAR:</b> Compare/Contrast to compare important points presented in two texts</p>	<ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul></li></ul> <p>Refer to Literacy Behaviors for Reading level in the Fountas &amp; Pinnell Continuum &amp; Schoology</p>	<p>Options:</p> <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: 2 Column Notes</li><li>Collaborative Study</li><li>Author/Genre Study: Informational Text: What do you notice?</li><li>Research study: Historical Communities</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: T-Chart Notes</li><li>Technology:</li></ul>	<p><b>Informational Unit-</b> <i>Teacher demonstrates with mentor text and writes an informational piece with the class to demonstrate the process</i></p> <ul style="list-style-type: none"><li>Gather information and make web about topic of interest</li><li>Determine categories/headings</li><li>What would your reader want to know/asking questions</li><li>Turning questions into main ideas</li></ul>	<p>Unit 3: Week 3</p> <ul style="list-style-type: none"><li>Closed syllables</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>r,s,j,p</li></ul>	<ul style="list-style-type: none"><li>2-13 Progress Check</li><li>2-13 Progress Check (Cumulative)</li><li>Unit 3-Operations</li><li>*Basic Facts- Picture 2s,Clock 5s, 0s,1s,10s</li><li>3-1 What’s My Rule?3-2 OR Estimating Costs</li><li>3-2 OR Estimating Costs</li></ul>	<p><b>Content: History in Communities Near and Far</b> <b>Skills: At the end of the unit, students will be able to:</b></p> <ul style="list-style-type: none"><li>Create and use a chronological sequence of related events to compare developments that happened at the same time.(SS.3.H.1)</li><li>Explain how the diverse perspectives of people and events develop and shape communities and/or regions.(SS.3.H.2.)</li><li>Identify and analyze how different kinds of historical sources are used to explain events in the past. (SS.3.H.3)</li></ul> <p><b>Optional Resources</b></p> <ul style="list-style-type: none"><li>MyWorld: Chapter 3 Communities Build a Nation</li><li>MyWorld: Chapter 6: A Growing Nation</li><li>HMH: Communities*</li><li>HMH: Protecting Resources</li><li>HMH: Amazing Inventions</li><li>HMH: Ancient Civilizations</li><li>HMH: The First People</li><li>HMH: The Role of Citizens*</li><li>HMH: How America Works*</li><li>HMH: Culture: Expressions Around the World</li><li>Defined Learning: Leader: Historical Settlement</li></ul> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>Why is it important to look at history from multiple perspectives?</li><li>How did American Indians live before and after the European Settlers arrived?</li></ol> <p><b>Supporting Questions:</b></p> <ol style="list-style-type: none"><li>Why did the Pilgrims leave England? What challenges did they face when they reached the “New World”?</li><li>Who were the first people to live in present day New England? How were their lives and communities impacted by the Europeans?</li><li>Why is it important to look at history from multiple perspectives?</li><li>What parts of the first harvest celebration are true? What parts are myths?</li></ol> <p><b>Activities:</b> <b>Integrated Unit created by DLT in Schoology</b> <b>Nearpod: The Pilgrims Journey</b></p> <p><b>Assessments:</b> <b>Common Assessment created by DLT</b></p>		
	<p><b>Comprehension Toolkit Lessons</b></p> <ul style="list-style-type: none"><li>Connect the New to the Known</li><li>Read to Discover Answers</li><li>Asking Questions to Expand Thinking</li><li>Infer the Meaning of Unfamiliar Words</li></ul> <p><b>Language: Use simple verb tenses L.3.1e</b></p> <ul style="list-style-type: none"><li>Understand the term verb tense</li><li>Identify the simple verb tenses in sentences</li></ul>			<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Read informational text- Box and Bullet Notes</li><li>Collaborative Study</li><li>Author/Genre Study: Informational Text: Authors purpose</li><li>Research study: Historical Communities</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Venn- Diagram to compare important points in text</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Taking notes(folder with envelopes)</li><li>Expanding on your notes(talking with a partner)</li><li>Creating sentences from your notes</li><li>How to make your writing interesting(craft, language, features)</li></ul>	<p>Unit 4: Week 1</p> <ul style="list-style-type: none"><li>Open syllables</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>a,d,g,</li></ul>		<ul style="list-style-type: none"><li>3-3 Partial-Sums Addition</li><li>3-4 Column Addition 3-5 Counting-up subtraction</li><li>3-6 Expand-and Trade Subtraction</li><li>3-7 Exploring Bar Graphs, Area, and Partitioning Rectangles</li></ul>	
	<p><b>Persuasive Essay Unit</b> to prepare for writing unit</p> <p>Close Read - <b>The Pain and the Great One</b></p> <p>Develop and apply the strategies on noticing and naming the opinions of the narrator and noting the key details that support that opinion/claim</p> <ul style="list-style-type: none"><li>Ask and answer questions Ask and answer questions to demonstrate understanding of the explicit meaning of text (RL.3.1)</li><li>Describe the feelings/traits of a character (RL.3.3)</li><li>Distinguish their own point of view from that of the narrator and other characters (RL.3.6)</li><li>Determine the details that support the claim of the narrator (RL.3.2)</li><li>Notice opinion of the narrator and supporting reasons (W.3.1)</li><li>Notice and name the structure of an opinion piece: Introduction, opinions, and reasons (W.3.1)</li></ul>				<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Read a book about someone &amp; write about their significance</li><li>Collaborative Study</li><li>Author/Genre Study: Persuasive writing pieces- What are you noticing?</li><li>Research study: What is motion?</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Compare and contrasts Concepts/focus of text</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Using vocabulary specific to the topic</li><li>Rereading for meaning and clarity</li><li>Edit for conventions( verb tense- language lesson)</li><li>Optional possible publications: Create a class book power point</li></ul>		<p>Unit 4: Week 2</p> <ul style="list-style-type: none"><li>Consonant –le syllables</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>o,c,q</li></ul>	<ul style="list-style-type: none"><li>3-8 Scaled Picture Graphs</li><li>3-9 Exploring Multiplication Squares</li><li>3-10 The Commutative Property of Multiplication</li><li>3-12 Subtracting a Group 3-13- Equivalent Names</li></ul>
	<p><b>ODW-Research Simulation Task: Life in a Deep Freeze</b></p> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI 3.1)</li><li>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI 3.2)</li><li>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)</li><li>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)</li></ul> <p><b>Language: Use comparative and superlatives</b></p> <ul style="list-style-type: none"><li>Understand the difference between a comparative and a superlative.</li><li>Identify comparatives and superlatives in sentences</li><li>Use appropriately in writing</li></ul>				<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: How do you feel about the text?</li><li>Collaborative Study</li><li>Author/Genre Study: Persuasive writing pieces- What is the purpose?</li><li>Research study: Patterns of motion</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Making connections</li><li>Technology:</li></ul>	<p><b>ODW-Research Simulation Task: Life in a Deep Freeze</b></p> <p>Write a letter to your friend explaining it is possible to live in the Arctic.</p> <p><b>Persuasive Essay Unit</b> <i>*Teacher demonstrates with mentor text and writes a persuasive essay with the class to demonstrate the process</i></p> <ul style="list-style-type: none"><li>Strategies for generating essay topics</li><li>Topics(things I wish were different)</li><li>Crafting a thesis statement(try out with a partner- use a compound sentence)</li><li>Selecting a thesis in writer’s notebook</li></ul>		<p>Unit 4: Week 3</p> <ul style="list-style-type: none"><li>Vowel team syllables</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>n,m,y</li></ul>	<ul style="list-style-type: none"><li>Unit 3 review</li><li>3-14 Unit 3 Progress Check</li><li>3-14 Unit 3 Progress Check (OR)</li></ul>

Assessments for Instruction:

<ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul>	<ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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Social Emotional Lessons: PBIS Booster, Review Class Expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (15-20 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
D E C E M B E R	<b>Folktale Reading Unit</b> Folktales - Teacher Selected Folktales/Fairy tales for close reading Develop and apply the strategies of <u>Understanding story structure in folktales/fairy tales and how the central message and characters are conveyed through details in a story</u> <ul style="list-style-type: none"><li>Read and retell folktale/fairy tale #1 - story map -Discuss parts and relationships of the parts in fairy tales (characters setting, problem, solution, central message) (RL 3.2, RL 3.3)</li><li>Notice and name how the characters and central message are conveyed through details in fairy tale #1 (RL 3.2)</li><li>Read and retell folktale/fairy tale #2 - story map -Discuss parts and relationships of the parts in fairy tales (characters setting, problem, solution, central message)]( RL 3.2, RL 3.3)</li><li>Notice and name how the characters and central message are conveyed through details in fairy tale #2 (RL 3.2)</li><li>Read, retell fairy tale #3 to determine how the central message and characters are conveyed through the details in a story (RL 3.2, RL 3.3)</li></ul> <u>Language:</u> Use coordinating conjunctions <ul style="list-style-type: none"><li>Identify coordinating conjunctions.</li><li>Understand how a compound sentence id formed and punctuated.</li><li>Combine two simple sentences into a compound sentence with a coordinating conjunction.</li></ul>	<ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li></ul> <ul style="list-style-type: none"><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li></ul></li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<p>Options:</p> <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Does this book remind you of something in your life?</li><li>Collaborative Study:</li><li>Author/Genre Study: Fables/Folktales- Explore</li><li>Research study: Fossils</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: How did the author’s language/illustrations deepen your understanding of the text?</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Generate reason for thesis statement</li><li>Supporting my reasons</li><li>Introductions</li><li>Conclusions</li></ul>	<b>Unit 5: Week 1</b> <ul style="list-style-type: none"><li>VCe syllables</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>x,v,z</li></ul>	<u>Unit 4- Measurement &amp; Geometry</u> *Basic Facts- Pattern 9’s, Break Apart Facts, Squares and the “Miner” Fact <ul style="list-style-type: none"><li>4-1 Measuring with a Ruler</li><li>4-2 Application: Line Plots</li><li>4-3 Exploring Measures of Distances and Comparisons of Mass</li><li>4-4 Polygon Review</li></ul>	<u>Continue from Above</u>
	<b>Fables Reading Unit</b> Fables: Teacher selected fables for close reading Develop and apply the strategies of understanding story structure in fables and how the central message and characters are conveyed through details in a story <ul style="list-style-type: none"><li>Read and retell fable #1 - story map - Discuss parts and relationships of the parts in fables (characters setting, problem, solution, central message) (RL 3.2, RL 3.3)</li><li>Notice and name how the characters and central message are conveyed through details in fable #1 (RL 3.2)</li><li>Read and retell fable #2 - story map - Discuss parts and relationships of the parts in fables (characters setting, problem, solution, central message) (RL 3.2, RL 3.3)</li><li>Notice and name how the characters and central message are conveyed through details in fable #2 (RL 3.2)</li><li>Read, retell fable #3 to determine how the central message and characters are conveyed through the details in a story (RL 3.2)</li><li>Use story maps to notice and name the characteristics of folktales, fairy tales and fables and compare and contrast themes, plots, settings, of same or similar characters (RL 3.9)</li></ul>	<ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li></ul> <ul style="list-style-type: none"><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li></ul></li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<p>Options:</p> <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Summary</li><li>Collaborative Study:</li><li>Author/Genre Study: Fables/Folktales- What are you noticing</li><li>Research study: Fossils- What do they tell us?</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: How did the author’s language/illustrations deepen your understanding of the text?</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Writing in paragraph</li><li>Use linking phrases/conjunctions with compound sentences</li><li>Building the essay through revising (cutting and pasting if needed)</li><li>Revise for word choice</li></ul>	<b>Unit 5: Week 2</b> <ul style="list-style-type: none"><li>Vowel-r syllables</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>A,O,D</li></ul>	<ul style="list-style-type: none"><li>4-5 Special Quadrilaterals</li><li>4-6 Perimeter</li><li>4-7 Area and Perimeter</li><li>4-8 Area and Composite Units</li></ul>	
	<b>ODW: Literary Analysis: <u>Coyote &amp; Fire</u> &amp; <u>How Big Bear Stuck to the Sky</u></b> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li><li>Determine the central message and explain how it is conveyed through key details in the text. (RL 3.2)</li><li>Describe characters in a story and explain how their actions contribute to the sequence of events. (RL 3.3)</li><li>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL 3.4)</li><li>Determine or clarify the meaning of unknown and multiple meaning word and phrases. (L.3.4)</li></ul>	<ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li></ul> <ul style="list-style-type: none"><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Prepare for discussion - read and annotate text/take notes</li></ul></li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<p>Options:</p> <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: How did the author’s language/illustrations deepen your understanding of the text?</li><li>Collaborative Study:</li><li>Author/Genre Study: Fables/Folktales- Author’s purpose</li><li>Research study:</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Compare and contrast Setting, Theme, and Plot of two stories</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Edits for conventions (see writing proficiency checklist)</li><li>Optional: publish and share with an audience</li></ul> *Use a variety of digital tools to produce and publish  <b>ODW: Literary Analysis: <u>Coyote &amp; Fire</u> &amp; <u>How Big Bear Stuck to the Sky</u></b> <ul style="list-style-type: none"><li>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)</li></ul>	<b>Unit 5: Week 3</b> <ul style="list-style-type: none"><li>Inflectional endings – ed, -ing</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>C,E</li></ul>	<ul style="list-style-type: none"><li>4-9 Number Sentences for Area of Rectangles</li><li>4-10- Playing the Area and Perimeter Games</li><li>4-11 OR Building a Rabbit Pen</li><li>4-11 OR Building a Rabbit Pen Rectilinear Figures</li></ul>	

Assessments for Instruction:

<ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul>	<ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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# Quincy Public School Third Grade Curriculum Map

2 <sup>nd</sup> trimester Big Idea/Theme:							
2 <sup>nd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons : PBIS Booster, Second Step: Lessons: 11,12,13,14							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
J A N U A R Y	<b>Character Analysis Unit to prepare for writing unit</b> <ul style="list-style-type: none"><li>• Book talks- Introduce mentor texts</li><li>• <b>Close Read:</b> Shared story to prepare to write a character essay</li><li>• Introduce a small packet of stories or previously read mentor text</li><li>• Determine ideas/theses about the shared story related to the character</li><li>• Noticing character motivations and struggles: how a character talks and acts;</li><li>• <b>WAR:</b> Double Entry: Traits/Evidence</li><li>• Notice patterns in characters to develop a theory</li><li>• Making predictions based off patterns in behaviors</li></ul>	<ul style="list-style-type: none"><li>○ Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>▪ Letter/Word Work/Vocab (L.3.4)</li><li>▪ High-Frequency words (make &amp; write)</li><li>▪ Reading text at highest instructional level: 1:1 conference, running record)</li><li>▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>▪ Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>▪ Write about Reading: text support and use of practice page for problem solving</li></ul></li><li>○ Collaborative Reasoning<ul style="list-style-type: none"><li>• Review purpose and procedures</li><li>• Read text to determine the issue</li><li>• Read additional texts to determine issues.</li><li>• Prepare for discussion using 2 sources- read and annotate text/take notes</li></ul></li><li>• Participate in CR discussion - purpose to understand multiple perspectives</li><li>• Reflect on CR discussion - set group goals</li><li>• Write to sources - Select position and support with text evidence from both sources</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<p>Options:</p> <ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: How did the author’s language/illustrations deepen your understanding of the text?</li><li>• Collaborative Study:</li><li>• Author/Genre Study:</li><li>• Research study: Good and Services</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Compare and contrast Setting, Theme, and Plot of two stories</li><li>• Technology:</li></ul>	<b>Character Analysis Unit</b> <i>* Teacher demonstrates with mentor text and writes a character analysis essay with the class to demonstrate the process.</i> <ul style="list-style-type: none"><li>• <b>Choosing a story that speaks to them.</b></li><li>• <b>Share opinions/traits about the character in the story</b></li></ul>	<b>Unit 6: Week 1</b> <ul style="list-style-type: none"><li>• Irregular plurals</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• N,M,H</li></ul>	<ul style="list-style-type: none"><li>• <b>Unit 4 Review</b></li><li>• <b>4-13 Unit 4 Progress</b></li><li>• <b>4-13 Unit 4 Progress Cumulative</b></li></ul> <b>Unit 5- Fraction and Multiplication Strategies</b> <i>*Basic Facts-Review multiplication strategies</i> <ul style="list-style-type: none"><li>• 5-1 Exploring Equal parts, fractions of different wholes, and area</li></ul>	<b>Content: Interdependent Relationships in Ecosystems</b> <b>Skills:</b> At the end of this unit, students will be able to : <ul style="list-style-type: none"><li>• Construct an argument that some animals form groups that help members survive. (3-LS2-1)</li><li>• Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.(3-LS4-1)</li><li>• 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)</li><li>• 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)</li></ul>
	<ul style="list-style-type: none"><li>• <b>Close Read:</b> Continue to read mentor text and determine thesis statement about character</li><li>• Character problems and reactions</li><li>• Roles secondary characters play</li><li>• How a character resolves the problem</li><li>• Determine the lesson the character learns</li></ul> <b>Language:</b> Use subordinating conjunctions <ul style="list-style-type: none"><li>• Identify subordinating conjunctions.</li><li>• Understand how a complex sentence is formed and punctuated.</li><li>• Combine two simple sentences into complex sentence with a subordinating conjunction</li></ul>						
	<b>Close Read:</b>  <b>Develop &amp; apply the strategy of: Building vocabulary and concept knowledge</b> <ul style="list-style-type: none"><li>• Strategies to determine the meanings of words in text</li></ul> <b>Read Aloud:</b> <b>Develop &amp; apply the strategy of:</b> <ul style="list-style-type: none"><li>• Compare and contrast own point of view to the narrator’s or character’s point of view</li><li>• Identify narrator’s point of view</li><li>• Identify character’s point of view</li></ul>						
	<b>Read Aloud:</b> <b>Develop &amp; apply the strategy of: Identifying and evaluating the theme of the book</b> <ul style="list-style-type: none"><li>• Theme (central message) Determine big ideas/themes of the text</li><li>• Begin to build an anchor chart to compare and contrast themes across text. Include theme/text evidence:</li></ul> <b>WAR:</b> Theme: Infer theme of the text and support with evidence						
			<p>Options:</p> <ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Making Predictions</li><li>• Collaborative Study</li><li>• Author/Genre Study:</li><li>• Research study: Economics-Jobs</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Character Traits/Evidence</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• <b>Draft thesis statement about a character</b></li><li>• <b>Collect evidence to support opinion about the character in the story</b></li><li>• <b>Support your thesis with a brief summary</b></li><li>• <b>Support your thesis lifting exact lines and quoting from the text</b></li></ul>	<b>Unit 6: Week 2</b> <ul style="list-style-type: none"><li>• Long oo and short oo</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• K,U</li></ul>	<ul style="list-style-type: none"><li>• 5-2 Representing Fractions</li><li>• 5-3 Equivalent Fractions5-4 Recognizing Helper Facts</li><li>• 5-5 Multiplication Facts Strategies: Doubling Part 1</li><li>• 5-6 Multiplication Facts Strategies: Doubling Part 2</li></ul>	<b>Suggested Resource:</b> <ul style="list-style-type: none"><li>• Mystery Science: Animals Through Time: 3 lessons: 2 weeks</li><li>• Mystery Science: Fates of Traits:5 lessons (3 weeks)*</li></ul> <b>Optional Resources:</b> <ul style="list-style-type: none"><li>• HMH Unit 5: Organisms and their Environment</li><li>• HMH Unit 6- Fossils</li><li>• Defined Learning: <i>Naturalist: Monarch Butterflies</i>(LS1,LS2,LS3-2,LS4-2, LS4-4)</li><li>• Defined Learning: <i>Nature Center Educator Animal Adaptations</i>(LS3-1,LS3-2,LS4-2, LS4-3)</li></ul> <b>Essential Questions:</b>  <b>Activities:</b>  <b>Animals Through Time: Week 1: Anchor Phenomenon/ Lesson 1</b> <b>Week 2: Lesson 2 &amp; Lesson 3</b>  <b>Fates of Traits: Week 1: Lesson 1 &amp; Lesson 2</b> <b>Week 2: Lesson 3 &amp; Lesson 4</b>  <b>Assessments:</b> <b>Animals Through Time: Week 1: Lesson 1</b> <b>Week 2: Lesson 2 &amp; Lesson 3</b>  <b>Fates of Traits: Week 1: Lesson 1 &amp; Lesson 2</b> <b>Week 2: Lesson 3 &amp; Lesson 4</b>
			<p>Options:</p> <ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Making Predictions</li><li>• Collaborative Study</li><li>• Author/Genre Study:</li><li>• Research study: Economics-Jobs</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Character Traits/Evidence</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• <b>Support your thesis with a variety of evidence</b></li><li>• <b>Use linking words and phrases to lead into evidence</b></li><li>• <b>Introduction</b></li><li>• <b>Conclusion</b></li></ul>	<b>Unit 6: Week 3</b> <ul style="list-style-type: none"><li>• Diphthong (ou,ow)</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• Y,Z,V</li></ul>	<ul style="list-style-type: none"><li>• 5-7 Patterns in Products</li><li>• 5-8 Finding Missing factors</li><li>• 5-9 Multiplication Facts Strategies: Near squares</li><li>• 5-10 OR Button Dolls: Solving a number story</li></ul>	
			<p>Options:</p> <ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Character Traits/Evidence</li><li>• Collaborative Study</li><li>• Author/Genre Study:</li><li>• Research study: Economics-Jobs</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Compare Characters</li><li>• Technology:</li></ul>	<ul style="list-style-type: none"><li>• <b>Revise/Edit: Use all you know from writing essays to set goals and make your writing stronger</b></li><li>• <b>Optional: publish/celebrate essays</b></li></ul> <i>*Use a variety of digital tools to produce and publish</i>  <ul style="list-style-type: none"><li>• <b>Independent persuasive writing prompt/ writing proficiency checklist</b></li></ul>	<b>Unit 7: Week 1</b> <ul style="list-style-type: none"><li>• Suffixes –er, -or</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• W,X</li></ul>	<ul style="list-style-type: none"><li>• 5-10- OR Button Dolls: Solving a number story</li><li>• 5-11 Multiplication Facts Strategies: Break Apart Strategies</li><li>• <b>Unit 5 review</b></li><li>• <b>5-12 Unit 5 Progress Check</b></li><li>• <b>5-12 Unit 5 Progress Check (OR)</b></li></ul>	

Assessments for Instruction:

<ul style="list-style-type: none"><li>• Fountas and Pinnell Benchmark</li><li>• Running Records</li></ul>	<ul style="list-style-type: none"><li>• Reading Proficiency Checklist</li><li>• Writing Proficiency Checklist</li><li>• Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>• Words Their Way</li><li>• Content Areas Unit tests</li><li>• Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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# Quincy Public School Third Grade Curriculum Map

3rd trimester Big Idea/Theme:							
3rd trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons : PBIS Booster, Second Step: Lessons 15, 16, 17					Second Step Lessons: 20 & 7 Habits Lessons		
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
FEBRUARY	<u>Realistic Fiction to prepare for writing unit</u> <u>Close read: Fireflies</u> <ul style="list-style-type: none"><li>Ask and Answer Questions (RL 3.1)</li><li>Describe Characters in the story and how they contribute to the events in the story. (RL 3.3)</li><li>Determine the meaning of unknown words (RL 3.4)</li><li>Demonstrate understanding of figurative language (L.3.5)</li><li>Central Message (RL 3.2)</li></ul>	Small groups: <ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li></ul> <ul style="list-style-type: none"><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Read additional texts to determine issues.</li><li>Prepare for discussion using 2 sources- read and annotate text/take notes</li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence from both sources.</li></ul></li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<b>Options:</b> <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Compare Characters</li><li>Collaborative Study:</li><li>Author/Genre Study: Realistic Fiction</li><li>Research study: Weather</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Theme: Infer theme of the text and support with evidence</li><li>Technology:</li></ul>	<u>Realistic Fiction</u> <i>*Teacher demonstrates with mentor text and writes a realistic fiction with the class to demonstrate the process</i> <ul style="list-style-type: none"><li>How to find ideas for realistic fiction-ordinary moments</li><li>How to find ideas for realistic fiction” Stories we wished existed</li><li>How to find ideas for Realistic Fiction: Issues in our Life</li><li>Developing Characters</li></ul>	<b>Unit 7: Week 2</b> <ul style="list-style-type: none"><li>homophones</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>I,J,Q</li></ul>	<u>Unit 7- Fractions</u> <b>*Basic Facts- Pattern 9’s, Multiply to Help Facts</b> <ul style="list-style-type: none"><li>7-1 Liquid Volume</li><li>7-2 Exploring Arrays, Volume, and Equal Shares</li></ul>	<u>Activities:</u>  Fates of Traits: Week 3: Lesson 5  <u>Assessments:</u> Fates of Traits: Week 3: Lesson 5
	<u>Close read: The Memory String</u> Develop and apply the strategy of: <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of the text. (RL 3.2)</li><li>Describe the character’s traits and explain how their actions contributed to the sequence of events. (RL 3.3)</li><li>Determine the meaning of words as they are used in the text. (RL 3.4)</li><li>Explain how the illustrations in the story provides details about the setting. (RL 3.7)</li></ul>	Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Compare Characters</li><li>Collaborative Study:</li><li>Author/Genre Study: Realistic Fiction</li><li>Research study: Weather</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Theme: Infer theme of the text and support with evidence</li><li>Technology</li></ul>	<ul style="list-style-type: none"><li>Developing possible problems/solutions</li><li>Keeping it real</li><li>Plotting with a story mountain</li><li>Setting: Deciding and describing</li><li>Point of view: 1<sup>st</sup> person versus 3<sup>rd</sup> person</li></ul>	<b>Unit 7: Week 3</b> <ul style="list-style-type: none"><li>Variant vowels/o/</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>T,F</li></ul>	<ul style="list-style-type: none"><li>7-3 Number Stories with Measures</li><li>7-4 Fraction Strips</li><li>7-5 Fractions on a Number Line, Part 1</li><li>7-6 Fractions on a Number Line, Part 2</li></ul>	<u>Content: Economics in Communities Near and Far</u> <u>Skills:</u> At the end of the unit, students will be able to: <ul style="list-style-type: none"><li>Compare the goods and series that people in the local community produce and those that are produced in other communities.(SS.EC.1.3)</li><li>Generate examples of the goods and services that governments provide. (SS.EC.2.3)</li><li>Describe the role of banks and other financial institutions in an economy.(SS.EC.FL.3.3)</li><li>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.</li></ul> <u>Resource: JA: Our City</u>  <u>Optional Resources:</u> <ul style="list-style-type: none"><li>MyWorld: Chapter 2 Economics</li><li>EngageNY: Global Trace</li><li>JA: Our City*</li><li>HMH: Communities-*</li><li>HMH: People &amp; Environment*</li><li>HMH: Protecting Resources*</li><li>HMH: Producers</li><li>HMH: Saving &amp; Spending</li><li>Defined Learning: Ancient Engineer- Roman Roads</li></ul> <u>Activities:</u> <ul style="list-style-type: none"><li>JA: Sessions 1-5</li></ul> <u>Essential Questions:</u>
	<u>ODW: Literary Analysis Task: Little Polar Bear and Huskey Pup</u> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)</li><li>Determine the central message and explain how it is conveyed through key details in the text. (RL 3.2)</li><li>Describe characters in a story and explain how their actions contribute to the sequence of events. (RL 3.3)</li><li>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (RL 3.4)</li><li>Determine or clarify the meaning of unknown and multiple meaning word and phrases. (L.3.4)</li></ul> <u>Language: Use Possessives</u> <ul style="list-style-type: none"><li>Explain what possessive means</li><li>Understand how they are formed and punctuated.</li><li>Identify and use in sentences</li></ul>		<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Making Connections</li><li>Collaborative Study:</li><li>Author/Genre Study: Realistic Fiction</li><li>Research study: Weather</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Theme: Infer theme of the text and support with evidence</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Show Don’t tell: Planning and writing scenes</li><li>Feeling and drafting the heart of the story</li><li>Introductions</li><li>Adding sensory details</li></ul> <u>ODW: Literary Analysis Task: Little Polar Bear and Huskey Pup</u>  <ul style="list-style-type: none"><li>Write an essay to explain how the pictures and words in the story provide details about the setting. (RL 3.1 &amp; RL 3.7)</li></ul>	<b>Unit 8: Week 1</b> <ul style="list-style-type: none"><li>Hard and soft c</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>G,S,L</li></ul>	<ul style="list-style-type: none"><li>7-7 Comparing Fractions</li><li>7-8 OR Finding Rules for Comparing Fractions</li><li>7-8 OR Finding Rules for Comparing Fractions</li><li>7-9 Locating Fractions on Number Lines</li></ul>	
	<u>Use this time to practice IAR test taking on the online portal.</u>		<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Making Connections</li><li>Collaborative Study:</li><li>Author/Genre Study: Realistic Fiction</li><li>Research study: Weather</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: How did the author’s language/illustrations deepen your understand of the text?</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Dialogue- Use commas and quotation marks L.3.2c</li><li>Illustrations</li><li>Conclusions</li><li>Edit for conventions</li><li>Optional :publish/Celebrate and share stories</li></ul> *Use a variety of digital tools to produce and publish	<b>Unit 8: Week 2</b> <ul style="list-style-type: none"><li>Hard and soft g</li></ul> <u>Handwriting</u> <ul style="list-style-type: none"><li>P,R,B</li></ul>	<ul style="list-style-type: none"><li>7-10 Justifying Fraction Comparisons</li><li>7-11 Fractions in Number Stories</li><li>7-12 Fractions of Collections</li><li>Unit 7 Review</li></ul>	

Assessments for Instruction:

<ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul>	<ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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# Quincy Public School Third Grade Curriculum Map

3rd trimester Big Idea/Theme:							
3rd trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons :PBIS Booster, Spring Break, Second Step: Lessons: 18, Review testing expectations							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
MARCH	<b>Poetry</b> <u>Immersion</u> to prepare for writing unit: <u>Close Read</u> <ul style="list-style-type: none"><li>• Read a variety of poems</li><li>• Allow students to read and explore a variety of poems</li><li>• Notice and name features/structures of poems with students: Identify lines and stanzas</li><li>• Identifying and Using text features of poetry</li></ul>	Small groups: <ul style="list-style-type: none"><li>○ Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>▪ Letter/Word Work/Vocab (L.3.4)</li><li>▪ High-Frequency words (make &amp; write)</li><li>▪ Reading text at highest instructional level: 1:1 conference, running record)</li><li>▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li></ul></li><li>▪ Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>▪ Write about Reading: text support and use of practice page for problem solving</li><li>○ Collaborative Reasoning<ul style="list-style-type: none"><li>• Read text to determine the issue</li></ul></li></ul>	Options: <ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Making Connections</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Poetry- different types/structures: What are you noticing?</li><li>• Research study: Geography</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: How did the author’s language/illustrations deepen your understand of the text?</li><li>• Technology</li></ul>	<b>Poetry</b> <i>*Teacher demonstrates with mentor text and writes poetry with the class to demonstrate the process</i> <ul style="list-style-type: none"><li>• Continue with immersion if needed</li><li>• Create a list of poetry topics</li><li>• Choose topics that create strong images</li></ul>	Unit 8: Week 3 <ul style="list-style-type: none"><li>• Diphthongs /oi/ and /ou/ <b>Handwriting</b></li><li>• Review and practice letters as needed</li></ul>	<ul style="list-style-type: none"><li>• 7-12 Unit 7 Progress Check</li><li>• 7-12 Unit 7 Progress Check OR</li><li>Unit 6: More Operations</li><li>*Division: Picture 2s,Clocks 5s, 0s,1s,10s, Pattern 9’s</li><li>• 6-1 Trade-First Subtraction</li><li>• 6-2 Playing Baseball Multiplication</li></ul>	<b>Content: Weather and Climate</b> <b>Skills:</b> At the end of the unit, students will be able to: <ul style="list-style-type: none"><li>• Represent data in tables and graphical displays to describe typical weather conditional expected during a particular season.(3-ESS2-1)</li><li>• Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)</li><li>• Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard(3-ESS3-1)</li></ul>
	<u>Read Aloud:</u> <u>Develop &amp; apply the strategy of:</u> <ul style="list-style-type: none"><li>• Readers use details to determine point of view</li><li>• Story elements in narrative poems</li><li>• Word choice to paint pictures (nonliteral/figurative language)</li><li>• Line breaks</li></ul>		<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: How did the author’s language/illustrations deepen your understand of the text?</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Poetry- different types/structures: What is the author’s purpose?</li><li>• Research study: Geography</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Compare and contrast point of view</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Attempt to use techniques from mentor texts</li><li>• Consider audience and purpose when determine form</li><li>• Use precise, deliberate word choice</li><li>• Craft with line breaks</li></ul>	Unit 9: Week 1 <ul style="list-style-type: none"><li>• Suffixes –able, -ful, -less</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• Review and practice letters as needed</li></ul>	<ul style="list-style-type: none"><li>• 6-3 Taking Inventory of Known Facts Strategies</li><li>• 6-4 Fact Power and Beat the Calculator</li><li>• 6-5 Exploring Geometry Problems, Measurement Data and Polygons</li><li>• 6-6 Multiplication and Division Diagrams</li></ul>	<b>Suggested Resource:</b> <ul style="list-style-type: none"><li>• Mystery Science: Stormy Skies: 5 lessons- 3-4 weeks * Covers all standards above + 3-5 ETS1-1,1-2,1-3</li></ul>
	<u>Read Aloud:</u> <u>Develop &amp; apply the strategy of:</u> <ul style="list-style-type: none"><li>• Repetition</li><li>• Vocabulary/key details</li><li>• Stanzas build on each other</li><li>• Central message</li></ul>	<ul style="list-style-type: none"><li>• Read additional texts to determine issues.</li><li>• Prepare for discussion using 2 sources- read and annotate text/take notes</li><li>• Participate in CR discussion - purpose to understand multiple perspectives</li><li>• Reflect on CR discussion - set group goals</li><li>• Write to sources - Select position and support with text evidence from both sources</li></ul>	<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: How did the author’s language/illustrations deepen your understand of the text?</li><li>• Buddy Reading: Question Task Cards Collaborative Study:</li><li>• Author/Genre Study: Poetry- different types/structures: What do you see?</li><li>• Research study: Geography</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: How does this story make you feel?</li><li>• Technology:</li></ul>	<ul style="list-style-type: none"><li>• Create images through descriptive details</li><li>• Select only details the reader needs</li><li>• Possibly include a pattern or repetition to support meaning</li><li>• Express ideas through sensory details or figurative language(simile, alliteration, onomatopoeia)</li></ul>	Unit 9: Week 2 <ul style="list-style-type: none"><li>• Prefixes dis-, un-</li></ul> <b>Handwriting</b> Review and practice letters as needed	<ul style="list-style-type: none"><li>• 6-7 Multiplication</li><li>• 6-8 Number Sentences with Parentheses</li><li>• 6-9 OR Writing Number Stories</li><li>• 6-9 OR Writing Number Stories</li></ul>	<b>Optional Resources:</b> <ul style="list-style-type: none"><li>• HMH: Unit 7- Weather and Patterns</li></ul> <b>Activities:</b> <b>Week 1- Anchor Phenomenon/ Lesson 1</b> <b>Week 2: Lesson 2</b> <b>Week 3: Lesson 3/4</b> <b>Week 4: Lesson 5</b>
	<u>Develop &amp; Apply the Strategy of : Visualizing</u> <ul style="list-style-type: none"><li>• Visualize to Focus: p. 64 Seravallo</li><li>• Visualizing: Using background knowledge to visualize</li><li>• Using phrases to visualize</li></ul> <u>Language: Use Suffixes-L.3.2e</u> <ul style="list-style-type: none"><li>• Identify common suffixes and their meanings</li><li>• Determine the meaning of a word based on its root word + suffix</li><li>• Given a suffix, generate a list of words that contain that suffix.</li></ul>	Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Write about the theme</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Poetry- different types/structures: What do you see?</li><li>• Research study: Geography</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: How did the character’s reaction impact the rest of the story?</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Revise line breaks to create rhythm or effect</li><li>• Revise word choice for clear and specific details/descriptive words</li><li>• Edit for spelling and conventions</li><li>• Optional: Publish/Celebrate</li></ul> <i>*Use a variety of digital tools to produce and publish</i>	IAR time	IAR time	<b>Assessments:</b>  <b>Week 1- Lesson 1</b> <b>Week 2: Lesson 2</b> <b>Week 3: Lesson 3/4</b> <b>Week 4: Lesson 5</b>

### Assessments for Instruction:

<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark</li> <li>Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Reading Proficiency Checklist</li> <li>Writing Proficiency Checklist</li> <li>Phonics Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Words Their Way</li> <li>Content Areas Unit tests</li> <li>Math Assessments: Unit, Cumulative, ACI's BOY, MOY, EOY</li> </ul>
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# Quincy Public School Third Grade Curriculum Map

3 <sup>rd</sup> trimester Big Idea/Theme:							
3 <sup>rd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons: Second Step Lessons: 19,20, Classroom Expectations/SS step review							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30 minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
A P R I L	<b>Opinion Unit:</b> Develop and apply the strategies of: Reading to determine main ideas and supporting details and point of view in opinion texts <u>Close reads of mentor texts</u> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of the explicit message of the text (RI.3.1)</li><li>Determine the main ideas of a text, recounting key details and how they support the main idea (RI.3.2)</li><li>Describe the logical connection between sentences and paragraphs in a text (cause/effect, comparison, sequence) (RI.3.8)</li><li>Distinguish own point of view from that of an author or text (RI.3.6)</li></ul>	Small groups: <ul style="list-style-type: none"><li>Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>Letter/Word Work/Vocab (L.3.4)</li><li>High-Frequency words (make &amp; write)</li></ul></li><li>Reading text at highest instructional level: 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: text support and use of practice page for problem solving</li></ul> <ul style="list-style-type: none"><li>Collaborative Reasoning<ul style="list-style-type: none"><li>Read text to determine the issue</li><li>Read additional texts to determine issues.</li><li>Prepare for discussion using 2 sources- read and annotate text/take notes</li></ul></li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence from both sources</li></ul>	Options: <ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: How did the characters develop and interest over the course of the text?</li><li>Collaborative Study:</li><li>Author/Genre Study:</li><li>Research study: Life Cycles</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: How did the character’s reaction impact the rest of the story?</li><li>Technology:</li></ul>	<ul style="list-style-type: none"><li>Pre-writing: List what you know about and care about - personal beliefs or causes</li><li>Select an opinion from your list and try it out. Try out many of your ideas to see what you really care about.</li><li>Select an idea and organize ideas with a graphic organizer - (thesis statement, reasons and supporting details)</li><li>Write an introduction that grabs the reader's attention and states your thesis/opinion</li><li>Draft body paragraphs with reasons and specific supports - mini stories, quotes, facts or summary</li></ul>	<b>Unit 9: Week 3</b> <ul style="list-style-type: none"><li>Prefixes ore-, re-</li></ul> <u>Handwriting</u> Review and practice letters as needed	<ul style="list-style-type: none"><li>6-10 Order of Operations</li><li>6-11 Number Models for Two-Step Number Stories</li><li>Unit 6 Review</li><li>6-12 Unit 6 Progress Check</li><li>6-12 Unit 6 Progress Check Cumulative</li></ul>	<b>Content: Inheritance and Variation of Traits: Life Cycles and Traits</b> <u>Skills:</u> At the end of the unit, students will be able to: <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)</li><li>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)</li></ul>
	Develop and apply the strategies of: Reading and listening determine main ideas and supporting details and point of view in opinion texts and media <u>Close reads of mentor texts/and listening to media - same topic - new text and media</u> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate understanding of the explicit message and main idea of a text, recounting key details and how they support the main idea RI.3.1 and RI.3.2)</li><li>Describe the logical connection between sentences and paragraphs in a text (cause/effect, comparison, sequence) (RI.3.8)</li><li>Determine the main idea and supporting details of information presented in diverse media formats (SL.3.2)</li><li>Distinguish own point of view from that of an author or text (RI.3.6)</li><li>Compare and contrast the most important details and opinions in two texts and media on the same topic (RI.3.9)</li></ul>		<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: 2 Column Notes</li><li>Collaborative Study:</li><li>Author/Genre Study: Research</li><li>Research study: Life Cycles</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Box and Bullet Notes</li><li>Technology</li></ul>	<ul style="list-style-type: none"><li>Continue drafting body paragraphs and use linking words to connect opinions and reasons</li><li>Finish drafting body paragraphs with specific supports - mini stories, quotes, facts or summary</li><li>Write a concluding statement or section.</li><li>Revise for specific word choice, specific details and clarity.</li><li>Edit to demonstrate command of standard English capitalization, punctuation and spelling.</li><li>Share writing.</li></ul>	<b>Unit 10: Week 1</b> <ul style="list-style-type: none"><li>Unaccented final syllables –en, -on, -ain, -in</li></ul> <u>Handwriting</u> Review and practice letters as needed	<u>Unit 8: Multiplication and Division</u> *Continue to review <ul style="list-style-type: none"><li>8-1 Measuring to the Nearing ¼ inch</li><li>8-2 Extended Facts: Multiplication and Division</li><li>8-3 Factors of Counting Numbers 8-4 OR Setting Up Chairs</li></ul>	<u>Suggested Resource:</u> <ul style="list-style-type: none"><li>Mystery Science Circles of Life- 5 lessons(3 weeks)</li></ul> <u>Optional Resources:</u> <ul style="list-style-type: none"><li>HMH: Unit 4 Life Cycles and Inherited Traits</li><li>HMH Unit 5: Organisms and their Environment</li><li>Defined Learning: Life Cycles Entomologist: Monarch Butterflies (LS1,LS2, LS3-1, LS3-2, LS4-2, LS4-3, LS4-4, ESS2-2)</li></ul> <u>Activities:</u> Circles of Life: Week 1: Anchor Phenomenon/Lesson 1 Week 2: Lesson 2/3 Week 3: Lesson 3/4
	<ul style="list-style-type: none"><li>Main idea &amp; text structure</li></ul>	Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology	<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: T-Chart</li><li>Collaborative Study:</li><li>Author/Genre Study: Research</li><li>Research study: Plant and Animal Traits</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Venn Diagram</li><li>Technology</li></ul>	<u>Main idea &amp; text structure</u>	<b>Unit 10: Week 2</b> <ul style="list-style-type: none"><li>Derivational suffixes (-ing, -ment, -ness)</li></ul> <u>Handwriting</u> Review and practice letters as needed	<ul style="list-style-type: none"><li>8-4 OR Setting Up Chairs</li><li>8-5 Playing Factor Bingo</li><li>8-6 Sharing Money 8-7 Exploring Number Lines, Fractions, and Area</li></ul>	<u>Assessments:</u> Circles of Life: Week 1: Lesson 1 Week 2: Lesson 2/3 Week 3: Lesson 4/5
	<u>Informational Article to prepare for writing unit: Read Aloud:</u> <ul style="list-style-type: none"><li>Text: Teacher selected - children’s magazines, children’s newspapers, on a topic or issue of interest</li></ul> <b>Developing and Applying the strategies of: Reading to understand author’s purpose and determining main ideas and supports</b> <ul style="list-style-type: none"><li>Ask and answer questions to demonstrate the explicit message of a text (RI.3.1)</li><li>Read to determine the main idea, recount specific details (RI. 3.2)</li><li>Read to determine the relationship between the ideas, concepts or steps in a text (RI.3.3)</li><li>Read to determine and gather domain specific words or phrases related to content (RI.3.4)</li><li>Use text features and search tools to locate information efficiently (RI.3.5)</li></ul>		<ul style="list-style-type: none"><li>Independent reading</li><li>Reading Responses: Ask and Answer questions</li><li>Collaborative Study:</li><li>Author/Genre Study: Research</li><li>Research study: Exploring Plants and animals</li><li>Word, Language and Vocabulary Study:</li><li>Book talks:</li><li>Peer Discussion:</li><li>Listening: Note taking</li><li>Technology</li></ul>	<u>Informational Unit:</u> <i>*Teacher demonstrates with mentor text and writes an informational article with the class to demonstrate the process</i> Use research gathered to lead into Informational Article <ul style="list-style-type: none"><li>Lead/Introduction</li><li>Include facts for the body-including the 5 w’s +h</li><li>Use vocabulary specific to the topic Includes only facts, no opinions</li></ul>	<b>Unit 10: Week 3</b> <ul style="list-style-type: none"><li>Introduce related words</li></ul> <u>Handwriting</u> Review and practice letters as needed	<ul style="list-style-type: none"><li>8-8 Solid Shapes</li><li>Unit 8 Review</li><li>8-9 Unit 8 Progress Check</li><li>8-9 Unit 8 Progress Check Cumulative</li></ul>	<u>Essential Questions:</u>

Assessments for Instruction:

<ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul>	<ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul>
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# Quincy Public School Third Grade Curriculum Map

3 <sup>rd</sup> trimester Big Idea/Theme:							
3 <sup>rd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. ( I.e. teacher selected short chapter read aloud.) Compare and synthesize ideas across other related texts. Have text-focused discussions. Produce oral, and written responses.							
Social Emotional Lessons: Classroom Expectations/SS Review							
Month	Literacy Workshop (90 minutes)			Writer’s Workshop (45 minutes)	Word Study: Phonics & Spelling (30minutes)	Math Workshop (60 minutes)	Content Workshop (30-45 minutes) <i>*Integrate across the curriculum.</i>
	Whole Group Lessons	Small Group Options	Independent Learning Options				
MAY	<p>Read Aloud: _____</p> <p>Developing and Applying the strategies of: Reading to understand and note-taking to build knowledge about a topic</p> <ul style="list-style-type: none"><li>• Conduct short research projects to build knowledge about a topic (W.3.7)</li><li>• Gather information from print sources and take notes on sources (W.3.8)</li><li>• Gather information from digital sources and take notes on sources (W.3.8)</li><li>• Sort evidence into provided categories (W.3.8)</li><li>• Compare and contrast the most important points and details in two texts on the same topic (RI.3.9)</li></ul>	<p>Small groups:</p> <ul style="list-style-type: none"><li>○ Guided Reading/Literature Discussion<ul style="list-style-type: none"><li>▪ Letter/Word Work/Vocab (L.3.4)</li><li>▪ High-Frequency words (make &amp; write)</li><li>▪ Reading text at highest instructional level: 1:1 conference, running record)</li><li>▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>▪ Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>▪ Write about Reading: text support and use of practice page for problem solving</li></ul></li><li>○ Collaborative Reasoning<ul style="list-style-type: none"><li>• Read text to determine the issue</li><li>• Read additional texts to determine issues.</li><li>• Prepare for discussion using 2 sources- read and annotate text/take notes</li><li>• Participate in CR discussion - purpose to understand multiple perspectives</li><li>• Reflect on CR discussion - set group goals</li><li>• Write to sources - Select position and support with text evidence from both sources</li></ul></li></ul> <p>Refer to Literacy Behaviors for Reading level in the Fountas &amp; Pinnell Continuum &amp; Schoology</p>	<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Ask and Answer questions</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Research</li><li>• Research study: Exploring Plants and animals</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Note taking</li><li>• Technology:</li></ul>	<ul style="list-style-type: none"><li>• Creating a headline(title)</li><li>• Captions</li><li>• By-line (name)</li><li>• Use quotations from people who know about the facts(can be opinions)</li><li>• How to make your writing interesting(craft, language features)</li></ul>	<p><u>Handwriting</u></p> <p>Review and practice letters as needed</p>	<p><u>Unit 9- Multidigit Operations</u></p> <p>*Basic Facts Continue to review</p> <ul style="list-style-type: none"><li>• 9-1 Playing Product Pile-Up</li><li>• 9-2 Multiply and Divide with Multiples of 10</li><li>• 9-3 Using Mental Math to Multiply</li><li>• 9-4 Exploring Elapsed Time, Squares, and Bridges</li></ul>	
	<p>Read Aloud: _____</p> <p>Developing and Applying the strategies of: Using text structure to build knowledge about a topic</p> <ul style="list-style-type: none"><li>• Describe the connection between sentences and paragraphs in texts to demonstrate understanding of the text (sequence) RI.3.8</li><li>• Describe the connection between sentences and paragraphs in texts to demonstrate understanding of the text (description) RI.3.8</li><li>• Describe the connection between sentences and paragraphs in texts to demonstrate understanding of the text (cause/effect) RI.3.8</li><li>• Describe the connection between sentences and paragraphs in texts to demonstrate understanding of the text (comparison) RI.3.</li></ul>						
	<p>Read Aloud: _____</p> <p><u>Develop &amp; apply the strategy of: Evaluating Non-Fiction</u></p> <ul style="list-style-type: none"><li>• Evaluating non-fiction: Critiquing the text</li><li>• Asking questions about the author</li><li>• Evaluating the authenticity of the information, illustrations and books</li></ul>						
			<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Note Taking</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Research</li><li>• Research study: Animal Adaptations</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks:</li><li>• Peer Discussion:</li><li>• Listening: Venn Diagram</li><li>• Technology:</li></ul>	<ul style="list-style-type: none"><li>• Sub-headings</li><li>• Other features</li><li>• Rereads to clarify</li><li>• Add or delete information/details to make writing more interesting/descriptive</li><li>• Edits for conventions</li></ul>	<p><u>Handwriting</u></p> <p>Review and practice letters as needed</p>	<ul style="list-style-type: none"><li>• 9-5 Multidigit Multiplication</li><li>• 9-6 Packing Apples</li><li>• 9-6 Packing Apples</li><li>• 9-7 The Length of Day Project, Revisited</li></ul>	
			<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Free choice</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Research</li><li>• Research study: Free Choice</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks: Peer Discussion:</li><li>• Listening: Teacher choice</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Optional: Publish</li><li>*Use a variety of digital tools to produce and publish</li><li>• *Optional- student who finish an informational piece can choose to write the following: advice column, reviews, comics, editorial, advertisements, sports, weather and entertainment</li></ul>	<p><u>Handwriting</u></p> <p>Review and practice letters as needed</p>	<ul style="list-style-type: none"><li>• Unit 9 Review</li><li>• 9-8 Unit 9 Progress Check</li><li>• 9-8 Unit 9 Progress Check OR</li><li>• EOY</li></ul>	
			<ul style="list-style-type: none"><li>• Independent reading</li><li>• Reading Responses: Free choice</li><li>• Collaborative Study:</li><li>• Author/Genre Study: Research</li><li>• Research study: Free Choice</li><li>• Word, Language and Vocabulary Study:</li><li>• Book talks: Publishing choice</li><li>• Peer Discussion:</li><li>• Listening: Teacher choice</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• Independent persuasive writing prompt/ writing proficiency checklist</li></ul>	<p><u>Handwriting</u></p> <p>Review and practice letters as needed</p>		

Assessments for Instruction:

• Fountas and Pinnell Benchmark	• Reading Proficiency Checklist	• Words Their Way
• Running Records	• Writing Proficiency Checklist	• Content Areas Unit tests
	• Phonics Assessments	• Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY

# 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.

# Quincy Public School Third Grade Curriculum Map

- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.
- **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

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- **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

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- **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

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- **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.

# Quincy Public School Third Grade Curriculum Map

## 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.
- **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.



# Quincy Public School Third Grade Curriculum Map

- 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

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- **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.

## Vocabulary Acquisition and Use

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- **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*).

# Quincy Public School Third Grade Curriculum Map

## 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  $5 \times 7$  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  $5 \times 7$ .*
- **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.<sup>1</sup>
- **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.<sup>2</sup> *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  $8 \times 7$  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.*

### 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.<sup>3</sup>
- **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.*

<sup>1</sup> See Glossary, Table 2.

<sup>2</sup> Students need not use formal terms for these properties.

<sup>3</sup> 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.

# Quincy Public School Third Grade Curriculum Map

## Third Grade Math: Number and Operations in Base Ten

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

- **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.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

<sup>1</sup> 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  $\frac{1}{b}$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .
- **3.NF.2.** Understand a fraction as a number on the number line; represent fractions on a number line diagram.
  - Represent a fraction  $\frac{1}{b}$  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  $\frac{1}{b}$  and that the endpoint of the part based at 0 locates the number  $\frac{1}{b}$  on the number line.
  - Represent a fraction  $\frac{a}{b}$  on a number line diagram by marking off  $a$  lengths  $\frac{1}{b}$  from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the number  $\frac{a}{b}$  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.,  $\frac{1}{2} = \frac{2}{4}$ ,  $\frac{4}{6} = \frac{2}{3}$ . 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  $3 = \frac{3}{1}$ ; recognize that  $\frac{6}{1} = 6$ ; locate  $\frac{4}{4}$  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.

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



# Quincy Public School Third Grade Curriculum Map

## Third Grade Math: Measurement & Data

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

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- **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).<sup>1</sup> 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.<sup>2</sup>

**Represent and interpret data.**

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- **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.**

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- **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.
  - 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.

# Quincy Public School Third Grade Curriculum Map

**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.

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

<sup>2</sup> 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 3<sup>rd</sup> Grade Science Standards

### Forces and Interactions

3.Forces and Interactions		
Students who demonstrate understanding can:		
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.]	
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.]	
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.]	
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.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Asking Questions and Defining Problems</div> <p>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"><li>Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)</li><li>Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4)</li></ul> <div>Planning and Carrying Out Investigations</div> <p>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"><li>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)</li><li>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)</li></ul> <div>Connections to Nature of Science</div> <div>Science Knowledge is Based on Empirical Evidence</div> <ul style="list-style-type: none"><li>Science findings are based on recognizing patterns. (3-PS2-2)</li></ul> <div>Scientific Investigations Use a Variety of Methods</div> <ul style="list-style-type: none"><li>Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)</li></ul>	<div>Disciplinary Core Ideas</div> <div>PS2.A: Forces and Motion</div> <ul style="list-style-type: none"><li>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)</li><li>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)</li></ul> <div>PS2.B: Types of Interactions</div> <ul style="list-style-type: none"><li>Objects in contact exert forces on each other. (3-PS2-1)</li><li>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)</li></ul>	<div>Crosscutting Concepts</div> <div>Patterns</div> <ul style="list-style-type: none"><li>Patterns of change can be used to make predictions. (3-PS2-2)</li></ul> <div>Cause and Effect</div> <ul style="list-style-type: none"><li>Cause and effect relationships are routinely identified. (3-PS2-1)</li><li>Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)</li></ul> <div>Connections to Engineering, Technology, and Applications of Science</div> <div>Interdependence of Science, Engineering, and Technology</div> <ul style="list-style-type: none"><li>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)</li></ul>
Connections to other DCIs in third grade: N/A		
Articulation of DCIs across grade-levels: <b>K.PS2.A</b> (3-PS2-1); <b>K.PS2.B</b> (3-PS2-1); <b>K.PS3.C</b> (3-PS2-1); <b>K.ETS1.A</b> (3-PS2-4); <b>1.ESS1.A</b> (3-PS2-2); <b>4.PS4.A</b> (3-PS2-2); <b>4.ETS1.A</b> (3-PS2-4); <b>5.PS2.B</b> (3-PS2-1); <b>MS.PS2.A</b> (3-PS2-1),(3-PS2-2); <b>MS.PS2.B</b> (3-PS2-3),(3-PS2-4); <b>MS.ESS1.B</b> (3-PS2-1),(3-PS2-2); <b>MS.ESS2.C</b> (3-PS2-1)		

# Quincy Public School Third Grade Curriculum Map

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	
MP.2	
MP.5	
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)

## Interdependent Relationships in Ecosystems

3.Interdependent Relationships in Ecosystems		
Students who demonstrate understanding can: <b>3-LS2-1. Construct an argument that some animals form groups that help members survive.</b> <b>3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</b> [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.] <b>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.</b> [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.] <b>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.*</b> [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 <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Analyzing and Interpreting Data</div> <div>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.</div> <div>When possible and feasible, digital tools should be used.</div> <div><div>Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)</div></div> <div>Engaging in Argument from Evidence</div> <div>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.</div> <div><div>Construct an argument with evidence, data, and/or a model. (3-LS2-1)</div><div>Construct an argument with evidence. (3-LS4-3)</div><div>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)</div></div>	<div>Disciplinary Core Ideas</div> <div>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</div> <div><div>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. (secondary to 3-LS4-4)</div></div> <div>LS2.D: Social Interactions and Group Behavior</div> <div><div>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. (Note: Moved from K–2) (3-LS2-1)</div></div> <div>LS4.A: Evidence of Common Ancestry and Diversity</div> <div><div>Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: Moved from K–2)(3-LS4-1)</div><div>Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)</div></div> <div>LS4.C: Adaptation</div> <div><div>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</div></div> <div>LS4.D: Biodiversity and Humans</div> <div><div>Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)</div></div>	<div>Crosscutting Concepts</div> <div>Cause and Effect</div> <div><div>Cause and effect relationships are routinely identified and used to explain change. (3-LS2- 1),(3-LS4-3)</div></div> <div>Scale, Proportion, and Quantity</div> <div><div>Observable phenomena exist from very short to very long time periods. (3-LS4-1)</div></div> <div>Systems and System Models</div> <div><div>A system can be described in terms of its components and their interactions. (3-LS4-4)</div></div> <div>-----</div> <div>Connections to Engineering, Technology, and Applications of Science</div> <div>-----</div> <div>Interdependence of Science, Engineering, and Technology</div> <div><div>Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4)</div></div> <div>-----</div> <div>Connections to Nature of Science</div> <div>-----</div> <div>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</div> <div><div>Science assumes consistent patterns in natural systems. (3-LS4-1)</div></div>
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)		

# Quincy Public School Third Grade Curriculum Map

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),(3LS4-4)
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)

## 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 <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Developing and Using Models</div> <div>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.<ul style="list-style-type: none"><li>Develop models to describe phenomena. (3-LS1-1)</li></ul></div> <div>Analyzing and Interpreting Data</div> <div>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.<ul style="list-style-type: none"><li>Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)</li></ul></div> <div>Constructing Explanations and Designing Solutions</div> <div>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.<ul style="list-style-type: none"><li>Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)</li><li>Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)</li></ul></div> <div>-----</div> <div>Connections to Nature of Science</div> <div>Scientific Knowledge is Based on Empirical Evidence<ul style="list-style-type: none"><li>Science findings are based on recognizing patterns. (3-LS1-1)</li></ul></div>	<div>Disciplinary Core Ideas</div> <div>LS1.B: Growth and Development of Organisms<ul style="list-style-type: none"><li>Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)</li></ul></div> <div>LS3.A: Inheritance of Traits<ul style="list-style-type: none"><li>Many characteristics of organisms are inherited from their parents. (3-LS3-1)</li><li>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)</li></ul></div> <div>LS3.B: Variation of Traits<ul style="list-style-type: none"><li>Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)</li><li>The environment also affects the traits that an organism develops. (3-LS3-2)</li></ul></div> <div>LS4.B: Natural Selection<ul style="list-style-type: none"><li>Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)</li></ul></div>	<div>Crosscutting Concepts</div> <div>Patterns<ul style="list-style-type: none"><li>Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)</li><li>Patterns of change can be used to make predictions. (3-LS1-1)</li></ul></div> <div>Cause and Effect<ul style="list-style-type: none"><li>Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2)</li></ul></div>
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)		

# Quincy Public School Third Grade Curriculum Map

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)

## Weather and Climate

3.Weather and Climate		
Students who demonstrate understanding can:		
<b>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</b> [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.]		
<b>3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</b>		
<b>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*</b> [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 <i>A Framework for K-12 Science Education</i> :		
<div>Science and Engineering Practices</div> <div>Analyzing and Interpreting Data</div> <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"><li>Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)</li></ul> <div>Engaging in Argument from Evidence</div> <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"><li>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)</li></ul> <div>Obtaining, Evaluating, and Communicating Information</div> <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"><li>Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)</li></ul>	<div>Disciplinary Core Ideas</div> <div>ESS2.D: Weather and Climate</div> <ul style="list-style-type: none"><li>Scientists record patterns of the weather acrossdifferent times and areas so that they can make predictionsabout what kind of weather might happen next. (3-ESS2-1)</li><li>Climate describes a range of an area’s typical weather conditions and the extent to which those conditionsvary over years. (3-ESS2-2)</li></ul> <div>ESS3.B: Natural Hazards</div> <ul style="list-style-type: none"><li>A variety of natural hazards result from naturalprocesses. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) <i>(Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)</i></li></ul>	<div>Crosscutting Concepts</div> <div>Patterns</div> <ul style="list-style-type: none"><li>Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2)</li></ul> <div>Cause and Effect</div> <ul style="list-style-type: none"><li>Cause and effect relationships are routinely identified, tested, and used to explainchange. (3-ESS3-1)</li></ul> <div>Connections to Engineering, Technology, and Applications of Science</div> <div>Influence of Engineering, Technology, and Science on Society and the Natural World</div> <ul style="list-style-type: none"><li>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 meetsocietal demands (e.g., cell phones). (3-ESS3-1)</li></ul> <div>Connections to Nature of Science</div> <div>Science is a Human Endeavor</div> <ul style="list-style-type: none"><li>Science affects everyday life. (3-ESS3-1)</li></ul>
Connections to other DCIs in third grade: N/A		
Articulation of DCIs across grade-levels: <b>K.ESS2.D</b> (3-ESS2-1); <b>K.ESS3.B</b> (3-ESS3-1); <b>K.ETS1.A</b> (3-ESS3-1); <b>4.ESS2.A</b> (3-ESS2-1); <b>4.ESS3.B</b> (3-ESS3-1); <b>4.ETS1.A</b> (3-ESS3-1); <b>5.ESS2.A</b> (3-ESS2-1); <b>MS.ESS2.C</b> (3-ESS2-1),(3-ESS2-2); <b>MS.ESS2.D</b> (3-ESS2-1),(3-ESS2-2); <b>MS.ESS3.B</b> (3-ESS3-1)		



# Quincy Public School Third Grade Curriculum Map

<i>Common Core State Standards Connections:</i>	
<i>ELA/Literacy –</i>	
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(3-ESS2-2)</i>
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. <i>(3-ESS3-1)</i>
<b><i>W.3.7</i></b>	Conduct short research projects that build knowledge about a topic. <i>(3-ESS3-1)</i>
<b>W.3.8</b>	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)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2),(3-ESS3-1)
<b>MP.4</b>	Model with mathematics. (3-ESS2-1),(3-ESS2-2), (3-ESS3-1)
<b>MP.5</b>	Use appropriate tools strategically. <i>(3-ESS2-1)</i>
<b>3.MD.A.2</b>	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. <i>(3-ESS2-1)</i>
<b>3.MD.B.3</b>	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)

**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://www.visualthesaurus.com), <http://innovativocab.wikispaces.com>, [www.visuwords.com](http://www.visuwords.com), [www.thesaurus.com](http://www.thesaurus.com), [www.wordsmith.org](http://www.wordsmith.org), [www.wordle.net](http://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: 2023-2024										
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 Duties							
8:45	9:15	30	Math					PE		
9:15	9:45	30	Math					MUSIC		
9:45	10:15	30	MUSIC	LIBRARY	MUSIC	RW- Whole Group	Math			
10:15	10:45	30	RW- Whole Group	RW- Whole Group	PE	Small Groups/Options	Math			
10:45	11:15	30	Small Groups/Options	Small Groups/Options	RW- Whole Group	PE	RW- Whole Group			
11:15	11:45	30	Small Groups/Options	Small Groups/Options	Small Groups/Options	Small Groups/Options	Small Groups/Options			
11:45	12:00	15	Word Study	Word Study	Small Groups/Options	Word Study	Small Groups/Options			
12:00	12:25	25	Word Study	Word Study	Word Study	Word Study	Word Study			
12:25	12:55	30	LUNCH							
12:55	1:10	15	RECESS							
1:10	2:00	50	Writer's Workshop							
2:00	2:15	15	Recess							
2:15	2:30	15	Handwriting	Content						
2:30	3:00	30	PE	Content						
3:00	3:15	15	Read Aloud/Pack up							
3:15	3:35	20								
Total Special Minutes										