

Glendale Elementary School District

23-24 ELA PACING GUIDE

3rd Grade



		C & I Page	ADE ELA website
ReadyGEN supports	Benchmark Blueprints	AASA Item Specifications , Test Blueprints	3rd Grade Deconstruction
6-Minute Solutions Supports	Galileo Supports	Learning Cycle PDF	
Handwriting Resources	i-Ready Supports	ELA Standards Progression	

Reading Block Layout (160 Minutes)

	Word Study/Reading Foundational Skills (15-20 Minutes)	Whole Group Instruction/Launch Lesson (20 Minutes)	Guided Reading (60-80 Minutes)	Writing (40 Minutes)
Teacher Actions	<ul style="list-style-type: none"> Decoding/Encoding of 6 Syllable types, Multisyllabic words, irregular words Study of Prefixes, Suffixes, Root Words (Morphology) Intentional Spiral Review Implementing Previous Skills 	<ul style="list-style-type: none"> Expose students to grade level text Model Close Reading Strategies Demonstrate Fluent Reading Use Metacognition to reach learning targets 	<ul style="list-style-type: none"> Identify student instructional reading level Plan explicit lessons for grouped students Prompt and reinforce growing reading skills Expose students to a variety of texts Model, Guide, and Reinforce good reading behaviors 	<ul style="list-style-type: none"> Handwriting instruction Model the writing process through process and purpose Facilitate shared and guided reading practice Conference with students to provide feedback on their writing Extend literary analysis to writing
Student Actions	<ul style="list-style-type: none"> Read, Write, Sort, Divide, and Spell Mutisyllabic words, Irregular Words Read Grade-Level Text Fluently Determine the meaning of unknown words 	<ul style="list-style-type: none"> Utilize Comprehension Strategies Read a variety of text types Close Read and Annotate text Practice fluent reading 	<ul style="list-style-type: none"> Read increasingly Challenging text with fluency, accuracy, and understanding Utilize comprehension skills Build reading stamina Extend application through independent practice 	<ul style="list-style-type: none"> Connect reading text analysis by responding in writing Write increasingly complex connected sentences using a variety of structures Utilize the writing process to publish final works Participate in writing conferences and set goals to monitor learning
Resources	<ul style="list-style-type: none"> GESD Phonics Continuum (UFLI, ReadyGEN, 95%) Scholastic Book Room VocabSurge 	<ul style="list-style-type: none"> SAVVAS ReadyGEN Performance Coach Paired Passages 	<ul style="list-style-type: none"> SAVVAS ReadyGEN 95% Group Guided Reading Bookroom Jan Richardson Lesson Plans 	<ul style="list-style-type: none"> PAF Writing Instruction Thinking Maps Write from the Beginning SAVVAS ReadyGEN

Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2	Quarter 3 Unit 3	Quarter 4 Unit 4
Reading Standards: Foundational Skills				
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or multisyllabic words.	<ul style="list-style-type: none"> o Decode and read words with: <ul style="list-style-type: none"> • long vowel digraphs ee, ea, ai, ay, oa, and ow • /ou/ spelled ou • ow and /oi/ spelled oi and oy o Decode and read two-syllable words with short vowels. o Apply grade-level phonics skills in decoding words, including multi-syllable words. o Decode and read words with the syllable patterns: <ul style="list-style-type: none"> • V/CV, VC/V 	<ul style="list-style-type: none"> o Decode and read compound words. o Decode and read contractions. o Decode and read words with: <ul style="list-style-type: none"> • 2-and3-letter consonant blends • consonant digraphs • spellings of /j/, /s/, and /k/ o Decode multi-syllable words. 	<ul style="list-style-type: none"> o Decode and read homophones. o Decode and read words with: <ul style="list-style-type: none"> • r-controlled vowels ir, er, ur, ear, or, ar, ore, oar • the vowel pattern a, au, aw, al, augh, ough o Decode multisyllabic words. o Decode and read words with the syllable patterns: <ul style="list-style-type: none"> • VCCCV • CV/VC 	<ul style="list-style-type: none"> o Know and apply grade-level phonics and word analysis skills in decoding words. o Decode and read words with: <ul style="list-style-type: none"> • the vowel patterns ei and eigh • the suffixes -y, -ish, -hood, -ment • the vowel digraphs oo, ew, ue, ui • schwa • the final syllables -ture, -tion, -sion, -ion, -tive, -sive, -ize o Decode multi-syllable words
3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes. EL.2-3.RF.3g Decode and blend common inflectional endings in words (-s, -ed, -ing).	<ul style="list-style-type: none"> o Decode and read plurals with the endings -s, -es, and -ies. 	<ul style="list-style-type: none"> o Decode and read words with: <ul style="list-style-type: none"> • prefixes un-, re-, mis-, dis-, non- • suffixes -ly, -ful, -ness, -less, -able, -ible 	<ul style="list-style-type: none"> o Decode and read words with: <ul style="list-style-type: none"> • prefixes pre-, mid-, over-, bi-, out-, and de- • suffixes -er, -or, -ess, -ist 	<ul style="list-style-type: none"> o Identify and know the meaning of the most common prefixes and derivational suffixes. o Decode and read words with the prefixes im-, in-. o Decode and read related words.
3.RF.3b Decode words with common Latin suffixes. EL.2-3.RF.3g Decode and blend common inflectional endings in words (-s, -ed, -ing).		<ul style="list-style-type: none"> o Decode words with common Latin suffixes. 	<ul style="list-style-type: none"> o Decode words with common Latin suffixes. 	<ul style="list-style-type: none"> o Decode words with common Latin suffixes.
3.RF.3c Apply knowledge of the six-syllable types to grade-level words accurately. EL.2-3.RF.3f Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including diphthongs) • Consonant -le 	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including diphthongs) • Consonant -le 	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • r-controlled (ar, er, ir, or, ur) • Vowel Teams (including diphthongs) • Consonant -le 	<ul style="list-style-type: none"> o Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • r-controlled (ar, er, ir, or, ur) • Vowel Teams (including diphthongs) • Consonant -le
3.RF.3d Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> o Read high-frequency words. 	<ul style="list-style-type: none"> o Read high-frequency words. 	<ul style="list-style-type: none"> o Decode and read irregular plurals. 	<ul style="list-style-type: none"> o Read high-frequency words.

EL.2-3.RF.4c Read grade-appropriate high frequency words and irregular sight words fluently.			o Read high-frequency words.	
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.RF.4a Read on-level text with purpose and understanding. EL.2-3RF.4a Read with sufficient accuracy and fluency to support comprehension.	o Read grade-level text with purpose and understanding.	o Read grade-level text with purpose and understanding.	o Explore and closely read text. o Read grade-level text with purpose and understanding.	o Read grade-level text with purpose and understanding.
3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. EL.2-3RF.4a Read with sufficient accuracy and fluency to support comprehension.	o Read grade-level text with appropriate expression. o Read grade-level text with accuracy.	o Read grade-level text with appropriate expression. o Read grade-level text with accuracy.	o Read grade-level text with appropriate expression. o Read grade-level text with accuracy.	o Read grade-level text with appropriate expression. o Read grade-level text with accuracy.
3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	o Use context as an aid to word recognition and understanding.	o Use context clues to understand vocabulary.	o Use context to confirm or self-correct word recognition or understanding, rereading as necessary.	
Writing Standards: Foundational Skills				
3.WF.1 Demonstrate and apply handwriting skills. 3.WF.1a Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.
3.WF.1b Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.		o Transcribe ideas legibly in manuscripts, with appropriate spacing and indentation.	o Transcribe ideas legibly in manuscripts, with appropriate spacing and indentation.	o Transcribe ideas legibly in manuscripts and cursive, with appropriate spacing and indentation.
3.WF.3 Know and apply spelling conventions and patterns. 3.WF.3a Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old,-ind,-ost,-ild families).	o Encode and spell words with: • long vowel digraphs ee, ea, ai, ay, oa, and ow • /ou/ spelled ou • /oi/ spelled oi and oy o Encode and spell words with the syllable patterns: • V/CV, VC/V	o Encode and spell words with: • consonant digraphs • spellings of /j/, /s/, and /k/ • the consonant patterns wr, kn, gn, st, mb	o Encode and spell words with: • r-controlled vowels ir, er, ur, ear, or, ar, ore, oar • the vowel pattern a, au, aw, al, augh, ough o Encode and spell words with the syllable patterns: • VCCCV, CV/VC	o Know and apply grade-level phonics and word analysis skills in decoding words. o Encode and spell words with: • the vowel patterns ei and eigh • the vowel digraphs oo, ew, ue, ui • schwa
3.WF.3b Identify language of origin for words, as noted in dictionaries.		o Consult reference materials to check language of origin		o Consult reference materials to check language of origin

3.WF.3c Spell singular and plural possessives (e.g., teacher's, teachers').	<ul style="list-style-type: none"> o Encode and spell plurals with the endings –s, -es, and –ies. 	<ul style="list-style-type: none"> o Encode and spell singular and plural possessives 		
3.WF.3d Spell regular two- and three-syllable words that: 3.WF.3d1 Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.	<ul style="list-style-type: none"> o Encode and spell two-syllable words with: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● Vowel Teams (including diphthongs) ● Consonant –le o Encode and spell multi-syllable words. 	<ul style="list-style-type: none"> o Encode and spell compound words. o Encode and spell contractions. o Encode and spell words with: <ul style="list-style-type: none"> ● 2- and 3- letter consonant blends ● consonant digraphs ● spellings of /j/, /s/, and /k/ ● the consonant patterns wr, kn, gn, st, mb o Encode and spell two-syllable words with: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● Vowel Teams (including diphthongs) ● Consonant -le 	<ul style="list-style-type: none"> o Encode and spell two-syllable words with: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le o Encode and spell homophones. o Encode and spell multi-syllable words. 	<ul style="list-style-type: none"> o Encode and spell two-syllable words with: <ul style="list-style-type: none"> ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV) ● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le o Encode and spell words with: <ul style="list-style-type: none"> ● the suffixes -y, -ish, -hood, -ment ● the final syllables -ture, -tion, -sion, -ion, -tive, -sive, -ize o Encode and spell multi-syllable words.
3.WF.3d2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful, -tion).	<ul style="list-style-type: none"> o Add endings to base words. 	<ul style="list-style-type: none"> o Encode and spell words with: <ul style="list-style-type: none"> ● prefixes un-, re-, mis-, dis-, non- ● suffixes -ly, -ful, -ness, -less, -able, -ible 	<ul style="list-style-type: none"> o Encode and spell words with: <ul style="list-style-type: none"> ● prefixes pre-, mid-, over-, bi-, out-, and de- ● suffixes -er, -or, -ess, -ist 	<ul style="list-style-type: none"> o Identify and know the meaning of the most common prefixes and derivational suffixes. o Encode and spell words with the prefixes im-, in-. o Encode and spell related words.
3.WF.3e Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 3.WF.3e1 Irregular words 3.WF.3e2 Pattern-based words.	<ul style="list-style-type: none"> o Encode and spell high-frequency words. 	<ul style="list-style-type: none"> o Encode and spell high-frequency words. 	<ul style="list-style-type: none"> o Encode and read irregular plurals. o Encode and spell high-frequency words. 	<ul style="list-style-type: none"> o Encode and spell high-frequency words.
Reading Standards for Literature				
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Connects to 3.SL.2</i> EL.2-3.S1.I-1 ask and answer questions about an increasing	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of a text. o Explicitly refer to the text when asking and answering questions. 	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of a text. o Explicitly refer to the text when asking and answering questions. 	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of the text. o Explicitly refer to the text when asking and answering questions. 	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of the text. o Explicitly refer to the text when asking and answering questions.

number of key details that support the main idea by using evidence from a text.	<ul style="list-style-type: none"> o Answer questions using details in text where both the question and details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Answer questions using details in text where both the question and details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Answer questions using details in text where both the question and details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Answer questions using details in text where both the question and details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text.
<p><u>3.RL.2</u> Recount and paraphrase 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.</p> <p><i>Connects to <u>3.SL.2</u></i></p> <p>EL.2-3.S1.I-2 explain the central idea, lesson and moral using key details.</p> <p>EL.2-3.S1.I-4 recount a variety of texts using key details.</p>	<ul style="list-style-type: none"> o Recognize and determine key ideas and details in a text. o Determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). o Sequence key details to retell the story (the details should be explicitly stated in the text). 	<ul style="list-style-type: none"> o Understand key ideas and details of a text and how they help the reader understand the central message. o Recount and paraphrase stories and determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). o Explain how a legend's central message is conveyed through key details. o Sequence key details to retell the story (the details should be explicitly stated in the text). 	<ul style="list-style-type: none"> o Explain how the central message, lesson, or moral of the story is conveyed through key details in the text. o Recount and paraphrase stories and determine the central message, lesson or moral of fables, folktales and myths, from diverse cultures. o Determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). o Sequence key details to retell the story (the details should be explicitly stated in the text). 	<ul style="list-style-type: none"> o Recount key details and explain how they support the main idea or central message. o Determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). o Sequence key details to retell the story (the details should be explicitly stated in the text).
<p><u>3.RL.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>EL.2-3.S1.I-3 explain how key details support the main idea or message.</p>	<ul style="list-style-type: none"> o Describe characters in a story and explain how their actions that may be explicitly or implicitly stated in the text contribute to the sequence of events. o Understand and explain that characters' actions (explicit or implicit) impact the sequence of events in a story. o Describe characters' traits and feelings. o Understand characters' motivations and actions. o Describe how characters change over time. 	<ul style="list-style-type: none"> o Analyze how character's actions affect the sequence of events in a narrative. o Describe the traits, motivations and feelings of characters. o Understand that a central message is conveyed through the actions of a main character. o Analyze how character's actions reveal their feelings. o Describe a character's (explicit or implicit) actions. o Describe how character's changing motivations and feelings affect their actions. 	<ul style="list-style-type: none"> o Describe characters and explain how their actions transmit experiences. o Describe characters in a story and explain how their traits and actions contribute to the sequence of events. o Describe how the characters in the stories solve their problems over time. o Understand character motivations and actions (explicit or implicit) in the story. o Describe how characters change over time. 	<ul style="list-style-type: none"> o Describe characters in a story and explain how their traits and actions contribute to the sequence of events or plot in a story. o Describe characters and their actions (explicit or implicit). o Describe how character's actions influence the plot or series of historical events in a text. o Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support.

	<ul style="list-style-type: none"> o Identify how a character contributes to the sequence of events. o Explain and demonstrate how characters identify problems and find solutions over time. o Explain how characters respond to situations. o Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. o Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. 	<ul style="list-style-type: none"> o Compare and contrast character's actions, motivations, and feelings across texts. o Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. o Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. 	<ul style="list-style-type: none"> o Explain how characters identify problems and solutions. o Describe how characters' actions influence the plot or series of historical events in a text. o Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. o Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. 	<ul style="list-style-type: none"> o Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given.
<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>EL.2-3.S2.I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p>EL.2-3.S2.I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> o Determine the meaning of general, academic, and domain-specific words in a text and use them in conversation. o Determine the meaning or and distinguish literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text). 	<ul style="list-style-type: none"> o Determine the meaning of general, academic, and domain-specific words in a text and use them in conversation. o Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of and use academic domain-specific words in a text. o Determine the meaning of and distinguish literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text). 	<ul style="list-style-type: none"> o Determine the meaning of and use academic domain-specific words in a text. o Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text.
<p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and</p>	<ul style="list-style-type: none"> o Explain how a book is structured. 	<ul style="list-style-type: none"> o Provide support for a given inference about the cause or effect of an event from the text. 	<ul style="list-style-type: none"> o Describe how the book is structured. o Refer to parts of stories, dramas, and poems when 	<ul style="list-style-type: none"> o Describe how each successive part of a text builds on earlier sections to reveal the story's big idea.

stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> o Describe how each successive part of a text builds on earlier sections. o Refer to parts of stories, dramas, and poems when writing or speaking, using appropriate terms such as chapter. o Provide support for a given inference about the cause or effect of an event from the text. o Analyze how multiple events relate to each other and lead to subsequent critical events. o Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit. 	<ul style="list-style-type: none"> o Analyze how multiple events relate to each other and lead to subsequent critical events. o Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit. 	<p>writing or speaking about a text using terms such as chapter.</p> <ul style="list-style-type: none"> o Describe how each successive part of a text (story, drama, or poem) builds on earlier sections. o Refer to parts of stories, dramas, and poems when writing or speaking. o Provide support for a given inference about the cause or effect of an event from the text. o Analyze how multiple events relate to each other and lead to subsequent critical events. o Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit. 	<ul style="list-style-type: none"> o Describe how each successive part of a story builds on earlier parts. o Produce writing that is developed and organized. o Refer to parts of dramas when writing about a text, using terms such as scene. o Describe how each part of a drama builds on earlier parts. o Provide support for a given inference about the cause or effect of an event from the text. o Analyze how multiple events relate to each other and lead to subsequent critical events. o Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit.
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> o Identify narrator or character point of view. o Distinguish one's own point of view from that of the narrator or those of the characters. 		<ul style="list-style-type: none"> o Distinguish different points of view and support with evidence. o Identify the point of view of the narrator, character, and reader. o Support a point of view with evidence from the text. o Distinguish own point of view from that of the narrator or those of the characters. o Use a narrator's or character's point of view to help develop your own point of view. 	
3.RL.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).	<ul style="list-style-type: none"> o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. o Select words from the text that demonstrate how the illustration relates to the text. o Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> o Explain how the illustrations in a story convey the story's mood. o Explain how the illustrations in a story contribute to what is conveyed by the words. o Understand key details using illustrations. o Select words from the text that demonstrate how the illustration relates to the text. 	<ul style="list-style-type: none"> o Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. o Understand and explain how illustrations contribute to the meaning of the text. o Support a point of view with evidence from the text and illustrations. 	<ul style="list-style-type: none"> o Select words from the text that demonstrate how the illustration relates to the text.

			<ul style="list-style-type: none"> o Select words from the text that demonstrate how the illustration relates to the text. 	
<p>3.RL.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).</p>	<ul style="list-style-type: none"> o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters using details from both texts. o Use Two more more texts to draw comparisons about the similarities and differences in theme, setting, and plots 		<ul style="list-style-type: none"> o Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters using details from both texts. o Use Two more more texts to draw comparisons about the similarities and differences in theme, setting, and plots 	
Reading Standards for Informational Text				
<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Connects to 3.SL.2</i> EL.2-3.S1.I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.</p>	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of a text. o Ask and answer questions to demonstrate understanding of a text, referring specifically and explicitly to the text. o Answer questions using details from the text where both the information within the question stem and the details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of a text. o Ask and answer questions to demonstrate understanding of two texts. o Answer questions using details from the text where both the information within the question stem and the details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of a text. o Refer explicitly to the text when asking and answering questions about the text. o Answer questions using details from the text where both the information within the question stem and the details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Ask and answer questions to demonstrate understanding of a text. o Refer explicitly to the text when asking and answering questions about the text. o Answer questions using details from the text where both the information within the question stem and the details are explicit. o Provide support for an inference with details that are explicitly or implicitly stated in the text.
<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea. <i>Connects to 3.SL.2</i> EL.2-3.S1.I-2 explain the central idea, lesson and moral using key details. EL.2-3.S1.I-4 recount a variety of texts using key details.</p>	<ul style="list-style-type: none"> o Determine the main idea (explicitly or implicitly stated in the text) and explain how it is conveyed through key details in a text. o Understand and explain a sequence of events described in informational text. o Read text closely for key ideas and details. o Recount and paraphrase key details and use text evidence to explain how they support the main idea of a text. 	<ul style="list-style-type: none"> o Determine the main idea of a text and recount and paraphrase the key details. o Determine the main idea or central message and explain how it is conveyed through key details of two texts. o Determine the main idea (explicitly or implicitly stated) of a text; recount key details and explain how they support the main idea. o Determine a main idea and explain how it is supported by a single detail. 	<ul style="list-style-type: none"> o Determine the main idea (explicitly or implicitly stated in the text) and explain how it is conveyed through key details in a text. o Understand and explain a sequence of events and describe an informational text. o Read text closely for key ideas and details. o Recount and paraphrase key details and use text evidence to explain how they support the main idea of a text. 	<ul style="list-style-type: none"> o Recount and paraphrase key details and explain how they support the main idea or central message. o Determine the main idea and explain how it is conveyed through key details in a text. o Use text evidence to explain the main idea of a text and recount and paraphrase key details. o Determine a main idea and explain how it is supported by a single detail.

	o Determine a main idea and explain how it is supported by a single detail.		o Determine a main idea and explain how it is supported by a single detail.	
<p><u>3.RI.3</u> 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.</p> <p>EL.2-3.S1.I-3 explain how key details support the main idea or message.</p>	<ul style="list-style-type: none"> o Identify and describe relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text. o Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. o Describe the relationship between scientific concepts using cause and effect. o Describe cause and effect. 	<ul style="list-style-type: none"> o Identify and describe relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text and use the text to support. o Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. o Describe the relationship between scientific concepts using cause and effect. o Describe cause and effect. 	<ul style="list-style-type: none"> o Identify and describe relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text. o Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. o Describe the relationship between scientific concepts using cause and effect. o Describe cause and effect. o Describe the relationship between a series of historical events, such as the evolution of types of government. o Describe the relationship of historical events using language that pertains to time, sequence, and cause/effect. o Describe relationships between events, concepts, and steps using explicit and implicit details from the text as support. 	<ul style="list-style-type: none"> o Describe the relationship between a series of historical events using language that pertains to cause and effect. o Describe how character's actions influence the plot or series of historical events in a text. o Describe the relationship between a series of historical events, such as the evolution of types of government. o Describe the relationship of historical events using language that pertains to time, sequence, and cause/effect. o Describe relationships between events, concepts, and steps using explicit and implicit details from the text as support.
<p><u>3.RI.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>EL.2-3.S2.I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p>EL.2-3.S2.I-2 determine the meaning of idiomatic expressions and figurative</p>	<ul style="list-style-type: none"> o Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. o Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. o Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. o Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> o Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. o Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text.

language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> o Use information gained from illustrations to locate information relevant to a given topic. o Use text features and search tools to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> o Use information gained from illustrations to locate information relevant to a given topic. o Use text features to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> o Use text features and search tools to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> o Use text features and search tools to locate information efficiently.
3.RI.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> o Identify various points of view in a text. 	<ul style="list-style-type: none"> o Distinguish their own point of view from that of the author of a text. o Identify various points of view in a text. 	<ul style="list-style-type: none"> o Identify various points of view in a text. 	<ul style="list-style-type: none"> o Distinguish their own point of view from that of the author of a text. o Identify various points of view in a text.
3.RI.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). EL.2-3.S1.I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.	<ul style="list-style-type: none"> o Understand how to convey information about main ideas and details through text features and illustrations. o Use information gained from illustrations and words in a text to demonstrate understanding of the text. o Select words from the text that demonstrate how the illustration relates to the text. o Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> o Use information gained from illustrations and words in a text to demonstrate understanding of the text. o Select words from the text that demonstrate how the illustration relates to the text. o Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> o Use information gained from illustrations and the words in the text to demonstrate understanding of the text. o Understand and explain how illustrations contribute to the meaning of the text. o Select words from the text that demonstrate how the illustration relates to the text. o Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> o Use information gained from illustrations and the words in the text to demonstrate understanding of the text. o Determine how illustrations, photographs, and words in a text can be sources of information. o Use the illustrations and words in a text as sources of information that can be used to demonstrate understanding of the text. o Focus on how illustrations can be sources of information. o Select words from the text that demonstrate how the illustration relates to the text. o Determine the impact of an illustration on a text.

<p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> o Make logical connections between sentences and paragraphs. o Select words or phrases from the passage to demonstrate how the author connects elements of the text. o Select an explanation for how and/or why the author connects elements of the text. 	<ul style="list-style-type: none"> o Make logical connections between sentences and paragraphs. o Select words or phrases from the passage to demonstrate how the author connects elements of the text. o Select an explanation for how and/or why the author connects elements of the text. 	<ul style="list-style-type: none"> o Make logical connections between sentences and paragraphs. o Select words or phrases from the passage to demonstrate how the author connects elements of the text. o Select an explanation for how and/or why the author connects elements of the text. 	<ul style="list-style-type: none"> o Make logical connections between sentences and paragraphs. o Select words or phrases from the passage to demonstrate how the author connects elements of the text. o Select an explanation for how and/or why the author connects elements of the text.
<p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><i>EL.1-2.S1.I-5 identify and describe similarities and differences between two texts.</i></p>		<ul style="list-style-type: none"> o Compare and contrast the most important points and key details presented in two texts on the same topic. 		<ul style="list-style-type: none"> o Compare and contrast the most important points and key details presented in two texts. o Compare and contrast the main idea and key details presented in two texts.

Writing Standards

<p>3.W.1 Write opinion pieces (e.g. letters, speech, essays) on topics or texts, supporting a point of view with reasons.</p> <p><i>(WFTB Expository Manual Pgs. 95-115)</i></p> <p><i>EL.2-3.S4.I-1 express an opinion about a given topic or text..</i></p> <p><i>EL.2-3.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</i></p> <p><i>EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</i></p> <p><i>EL.2-3.S8.I-1 explain how an author or speaker uses reasons</i></p>			<ul style="list-style-type: none"> o Explore and analyze genres of opinion writing. o Explore how opinion writing includes examples from the text. o Write an opinion piece on a topic. o Explore writing about topics with a point of view. 	<ul style="list-style-type: none"> o Write an opinion piece on a topic. o Support an opinion with reasons. o Analyze how opinion pieces express a point of view. o Analyze different ways writers share an opinion about a topic. o Analyze how to write opinions about reading.
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and evidence to support or fail to support specific points. EL.2-3.S8.I-2 ask and answer yes-no, either-or, and wh-questions in order to clarify what an author or speaker says.				
3.W.1a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. EL.2-3.S4.I-1 express an opinion about a given topic or text.. EL.2-3.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.		<ul style="list-style-type: none"> o Analyze how writers create an organizational structure that lists reasons. o Create an organizational structure that lists reasons. 	<ul style="list-style-type: none"> o Write opinion pieces on topics or texts, supporting a point of view with reasons. o Explore how authors introduce topics. o Introduce a topic. o Analyze how writers create an organizational structure that lists reasons. o Create an organizational structure that lists reasons. 	<ul style="list-style-type: none"> o State an opinion on a topic. o Introduce a topic for an opinion piece. o Analyze how writers introduce a topic. o Analyze how writers state an opinion. o Analyze how writers create an organizational structure that lists reasons. o Create an organizational structure that lists reasons.
3.W.1b Provide reasons that support the opinion. EL.2-3.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.		<ul style="list-style-type: none"> o Provide reasons to support an opinion. o Analyze how writers provide reasons to support an opinion. 	<ul style="list-style-type: none"> o Provide reasons to support an opinion. o Analyze how writers provide reasons to support an opinion. 	<ul style="list-style-type: none"> o Provide reasons to support an opinion. o Analyze how writers provide reasons to support an opinion.
3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. EL.2-3.S4.I-3 use grade appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.		<ul style="list-style-type: none"> o Use linking words and phrases to connect the opinion and reasons. 	<ul style="list-style-type: none"> o Use linking words and phrases to connect the opinion and reasons. 	<ul style="list-style-type: none"> o Use linking words and phrases to connect the opinion and reasons.
3.W.1d Provide a concluding statement or section. EL.2-3.S4.I-4 provide a conclusion that summarizes the opinion presented.		<ul style="list-style-type: none"> o Provide a conclusion or concluding statement in an opinion piece. o Analyze how writers provide a concluding statement of a writing piece. 	<ul style="list-style-type: none"> o Provide a conclusion or concluding statement in an opinion piece. o Analyze how writers provide a concluding statement of a writing piece. 	<ul style="list-style-type: none"> o Provide a conclusion or concluding statement in an opinion piece. o Analyze how writers provide a concluding statement of a writing piece.
3.W.2 Write informative/explanatory (e.g. letters, speech, essays) texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> o Write informative/explanatory texts to examine and explain a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> o Write informative/ explanatory texts to examine and explain a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> o Write informative/ explanatory text to examine a topic and convey ideas and information clearly. 	

<p>(WFTB Expository Manual 381-394)</p> <p>EL.2-3.S3.I-3 compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p> <p>EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> o Write an informational paragraph. 	<ul style="list-style-type: none"> o Understand and identify genres of informative writing. 		
<p>3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>EL.2-3.S3.I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic.</p>	<ul style="list-style-type: none"> o Use illustrations to convey information. o Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. o Use illustrations to aid comprehension. 	<ul style="list-style-type: none"> o Introduce a topic. o Include illustrations when useful to aiding comprehension. o Group related information together. 	<ul style="list-style-type: none"> o Use illustrations to convey information. o Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 	
<p>3.W.2b Develop the topic with facts, definitions, and details.</p> <p>EL.2-3.S3.I-3 compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<ul style="list-style-type: none"> o Develop a topic with facts, definitions, and details. 	<ul style="list-style-type: none"> o Develop a topic with facts, definitions, and details. 	<ul style="list-style-type: none"> o Develop a topic with facts, definitions, and details. 	
<p>3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>EL.2-3.S9.I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade appropriate linking words and temporal words when writing and speaking.</p>	<ul style="list-style-type: none"> o Use linking words and phrases to connect ideas within categories of information. 	<ul style="list-style-type: none"> o Use linking words and phrases to connect ideas within categories of information. 	<ul style="list-style-type: none"> o Use linking words and phrases to connect ideas within categories of information. 	
<p>3.W.2d Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> o Provide a concluding statement or section. 	<ul style="list-style-type: none"> o Provide a concluding statement or section. 	<ul style="list-style-type: none"> o Providing a concluding statement or section. 	

<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>EL.2-3.S3.I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic.</p> <p>EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> o Understand the genres of narrative writing. 	<ul style="list-style-type: none"> o Write a narrative using effective technique, descriptive details, and clear events sequences. 		
<p>3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>EL.2-3.S9.I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> o Establish a situation and introduce characters. o Introduce a character, setting, and events. o Organize a sequence of events. 	<ul style="list-style-type: none"> o Introduce a narrator and characters. o Organize a sequence of events. o Write an original narrative story. 		
<p>3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<ul style="list-style-type: none"> o Use dialogue to develop events. o Use dialogue to show response of characters to situations. o Use description to develop experiences. o Use description to show the responses of characters to a situation. 	<ul style="list-style-type: none"> o Use dialogue to develop experiences. o Use dialogue to show response of characters to situations. o Use description to develop experiences. o Use descriptions to show responses of characters to situations. o Use dialogue appropriately. 		
<p>3.W.3c Use temporal words and phrases to signal event order.</p>	<ul style="list-style-type: none"> o Use temporal words and phrases to signal event order. 	<ul style="list-style-type: none"> o Use temporal words and phrases to signal event order. 	<ul style="list-style-type: none"> o Use temporal words and phrases to signal event order. 	

EL.2-3.S9.I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade appropriate linking words and temporal words when writing and speaking.				
3.W.3d Provide a sense of closure.	o Provide a sense of closure.	o Provide a sense of closure.	o Provide a sense of closure.	
3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	o Produce writing in which development and organization are appropriate to task and purpose.	o Produce writing in which development and organization are appropriate to task and purpose.	o Produce writing in which development and organization are appropriate to task and purpose.	o Produce writing in which development and organization are appropriate to task and purpose.
3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	o Develop and strengthen writing by planning. o Develop and strengthen writing by revising. o Develop and strengthen writing by editing.	o Develop and strengthen writing by planning and prewriting. o Develop and strengthen writing by revising. o Develop and strengthen writing by editing. o Publish and present writing.	o Practice moving from planning to drafting. o Develop and strengthen writing by planning, editing, and revising. o Publish and present writing.	o Develop and strengthen writing as needed by planning, editing, and revising. o Develop writing by using planning materials.
3.W.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. EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts. EL.2-3.S6.I-2 participate in extended written exchanges about a variety of topics and texts.	o Use technology to produce and publish writing and to collaborate with others. o Produce and publish writing.	o Use technology to produce and publish writing and to collaborate with others. o Publish and present writing.	o Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. o Produce and publish writing.	o Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3.W.7 Conduct short research projects that build knowledge about a topic. EL.2-3.S7.I-1 gather information from print and digital provided resources to answer a question		o Conduct short research projects that build knowledge about a topic.		
3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on		o Take brief notes on sources. o Gather information on a topic using print and digital sources. o Sort evidence into categories.	o Recall information from experiences or gather information from print and digital sources.	o Gather information from print and digital sources to build knowledge.

sources and sort evidence into provided categories. EL.2-3.S7.I-2 Respond to a question or problem based gathered information from multiple (personal experience, digital and print) sources.			o Take brief notes and sort evidence into provided categories.	o Take brief notes on sources and sort evidence into provided categories.
Language Standards				
3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. EL.2-3.S10.I-1 using grade-appropriate singular and plural nouns. EL.2-3.S10.I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.2-3.S10.I-3 using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).	o Explain the function of nouns in a sentence. o Explain the use and function of verbs in particular sentences. o Explain the function of pronouns. o Use pronouns. o Use a noun as a subject. o Define adjectives.	o Define adverbs. o Use adverbs in sentences. o Explain the function of adverbs.	o Define adjectives. o Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.	o Explain the function of nouns, adverbs and pronouns, and their functions in sentences.
3.L.1b Form and use regular and irregular plural nouns. EL.2-3.S10.I-1 using grade-appropriate singular and plural nouns.	o Form and use: • regular plural nouns • irregular plural nouns		o Form and use regular and irregular plural nouns.	o Form regular plural nouns.
3.L.1c Use abstract nouns (e.g., childhood).			o Define abstract nouns. o Use abstract nouns.	o Define abstract nouns. o Use abstract nouns.
3.L.1d Form and use regular and irregular verbs. EL.2-3.S10.I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).	o Form and use: • irregular verbs • verbs that end in y	o Define irregular verbs. o Explain the function of irregular verbs. o Use plural irregular verbs in a sentence.	o Form and use: • verbs that end in y • irregular verbs	

EL.2-3.S10.I-7 using grade-appropriate verbs in the future with “going to” and “will”.				
3.L.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. EL.2-3.S10.I-5 using verbs in the past progressive. EL.2-3.S10.I-8 Applying subject-verb agreement using grade-appropriate nouns and verbs.	o Form and use simple verb tenses.	o Use regular past tense verbs.	o Form and use simple verb tenses. o Produce simple sentences.	
3.L.1f Ensure subject-verb and pronoun-antecedent agreement. EL.2-3.S10.I-4 using personal (subject and object), possessive, and indefinite pronouns.	o Ensure subject-verb agreement. o Ensure pronoun-antecedent agreement.	o Ensure subject-verb agreement.	o Ensure subject-verb agreement. o Ensure pronoun-antecedent agreement.	o Ensure pronoun-antecedent agreement. o Ensure subject-verb agreement in past tense, present tense, and future tense. o Identify antecedents for pronouns.
3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. EL.2-3.S10.I-9 using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).	o Form and use comparative and superlative adjectives. o Produce and use adjectives.	o Form superlative adjectives. o Form and use comparative and superlative adjectives and choose between them correctly.	o Form and use comparative and superlative adjectives and choose between them correctly. o Produce and use adjectives.	o Form and use comparative and superlative adverbs, and choose between them correctly.
3.L.1h Use coordinating and subordinating conjunctions. EL.2-3.S10.I-11 using frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	o Define coordinating conjunctions. o Use coordinating conjunctions.	o Define subordinating conjunctions. o Use subordinating conjunctions.	o Use coordinating and subordinating conjunctions.	
3.L.1i Produce simple, compound, and complex sentences. EL.2-3.S10.I-10 using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause).	o Produce simple sentences. o Produce simple, compound, and complex sentences.	o Produce simple sentences. o Identify, produce, and form compound sentences.	o Produce simple, compound, and complex sentences. o Use coordinating and subordinating conjunctions.	o Produce simple, compound, and complex sentences.

<p>EL.2-3.S10.I-11 using frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>EL.2-3.S10.I-12 using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</p>				
<p>3.L.1j Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusion/ closure.</p>		<p>o Write and organize a paragraph that groups sentences about a topic with a main idea, details, conclusion.</p>	<p>o Write and organize a paragraph that groups sentences about a topic with a main idea, details, conclusion.</p>	<p>o Write and organize a paragraph that groups sentences about a topic with a main idea, details, conclusion.</p>
<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.2a Capitalize appropriate words in titles.</p> <p>EL.2-3.S3.I-2 compose informational texts that include details and examples to develop a topic while using appropriate conventions.</p>	<p>o Demonstrate command of the conventions of English capitalization.</p> <p>o Understand how authors choose words for a particular effect.</p> <p>o Capitalize appropriate words in title.</p> <p>o Capitalize proper nouns.</p> <p>o Use exclamation marks in dialogue.</p> <p>o Use question marks in dialogue.</p>	<p>o Demonstrate command of the conventions of English capitalization.</p> <p>o Understand how authors choose words for a particular effect.</p> <p>o Capitalize appropriate words in title.</p> <p>o Capitalize proper nouns.</p> <p>o Use exclamation marks in dialogue.</p>		<p>o Capitalize appropriate words in titles.</p>
<p>3.L.2b Use commas in addresses.</p>			<p>o Use commas in addresses.</p>	<p>o Use commas in addresses.</p>
<p>3.L.2c Use commas and quotation marks in dialogue.</p>	<p>o Use quotation marks in dialogue.</p> <p>o Use commas in dialogue.</p>	<p>o Use quotation marks in dialogue.</p> <p>o Use commas in dialogue.</p>	<p>o Use quotation marks in dialogue.</p> <p>o Use commas in dialogue.</p>	<p>o Use quotation marks in dialogue.</p> <p>o Use commas in dialogue.</p>
<p>3.L.2d Form and use possessives.</p> <p>EL.2-3.S10.I-3 using possessives with grade-appropriate nouns. (e.g. <i>That is Mary's backpack</i>).</p>		<p>o Form possessives.</p>	<p>o Form possessives.</p>	<p>o Form and use possessives.</p>
<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.L.3a Choose words and phrases for effect.</p>	<p>o Understand how authors choose words and phrases for effect.</p> <p>o Choose words and phrases for effect when writing and speaking.</p>	<p>o Understand how authors choose words and phrases for effect.</p> <p>o Choose words and phrases for effect when writing and speaking.</p>	<p>o Understand how authors choose words and phrases for effect.</p> <p>o Choose words and phrases for effect when writing and speaking.</p>	

3.L.3b Recognize and observe differences between the conventions of spoken and written standard English.		o Recognize differences between spoken and written standard English.		
<p>3.L.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.</p> <p>EL.2-3.S2.I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.</p> <p>3.L.4a 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).</p> <p>EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>		<ul style="list-style-type: none"> o Use suffixes as clues to the meaning of unknown words. o Use prefixes as clues to the meaning of unknown words. o 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). 	<ul style="list-style-type: none"> o Use suffixes as clues to the meaning of unknown words. o Use prefixes as clues to the meaning of unknown words. o 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). 	<ul style="list-style-type: none"> o Use suffixes as clues to the meaning of unknown words. o Use prefixes as clues to the meaning of unknown words. o 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).
<p>3.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3.L.4c Use sentence-level context as a clue to the meaning of a word or phrase.	o Determine the meaning of and distinguish between literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text).	o Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text.	o Determine the meaning of and distinguish literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text).	o Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text.

<p>3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>EL.2-3.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>			<ul style="list-style-type: none"> o Use print and digital resources to determine and clarify word meaning. 	<ul style="list-style-type: none"> o Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p>3.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>EL.2-3.S2.I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>		<ul style="list-style-type: none"> o Distinguish the literal and nonliteral meaning of words and phrases in a text. 	<ul style="list-style-type: none"> o Distinguish the literal and nonliteral meaning of words and phrases in a text. 	<ul style="list-style-type: none"> o Distinguish literal and nonliteral meanings of words and phrases in a text.
<p>3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<ul style="list-style-type: none"> o Identify real-life connections between words and their uses. 		<ul style="list-style-type: none"> o Identify real-life connections between words and their uses. 	<ul style="list-style-type: none"> o Identify real-life connections between words and their uses.
<p>3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>			<ul style="list-style-type: none"> o Distinguish shades of meaning among related words used in a poem. o Distinguish shades of meaning among words related to a story word. o Determine the nuances between words that express states of mind or degrees of certainty. 	<ul style="list-style-type: none"> o Distinguish shades of meaning among related words used in a poem. o Distinguish shades of meaning among words related to a story word. o Determine the nuances between words that express states of mind or degrees of certainty.
<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and</p>	<ul style="list-style-type: none"> o Understand that temporal words show the order of events in a story. 	<ul style="list-style-type: none"> o Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> o Determine the meaning of and use academic domain-specific words in a text. 	<ul style="list-style-type: none"> o Determine the meaning of and use academic domain-specific words in a text.

<p>phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>EL.2-3.S4.I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</p> <p>EL.2-3.S8.I-3 Use general academic and domain-specific words and phrases that signal spatial and temporal relationships.</p>	<ul style="list-style-type: none"> o Determine the meaning of and use academic and domain-specific words in a text. 		<ul style="list-style-type: none"> o Acquire and use words that signal event order and temporal relationships. 	
Speaking and Listening Standards				
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts.</p> <p>EL.2-3.S6.I-3 express own ideas clearly using the rules for discussion.</p> <p>EL.2-3.S6.I-4 pose and respond to relevant questions about a variety of topics and texts.</p> <p>EL.2-3.S6.I-5 build on the ideas of others.</p> <p>EL.2-3.S9.I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.</p>	<ul style="list-style-type: none"> o 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 other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> o 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 other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> o 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 other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> o 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 learning.
<p>3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening</p>		<ul style="list-style-type: none"> o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 		<ul style="list-style-type: none"> o Followed agreed-upon rules for discussion, such as listening to others with care

to others with care, speaking one-at-a-time about the topics and texts under discussion). EL.2-3.S6.I-3 express own ideas clearly using the rules for discussion.		listening to others with care, speaking one-at-a-time about the topics and texts under discussion).		and speaking one-at-a-time about the topics and texts under discussion.
3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts.		o Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	o Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	o Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3.SL.1d Explain their own understanding based on the discussion. EL.2-3.S6.I-1 participate in extended conversations and discussions about a variety of topics and texts.		o Explain their own ideas and understanding based on the discussion.		o Explain their own ideas and understanding based on the discussion.
<u>3.SL.2</u> 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. EL.2-3.S1.I-2 determine main topic or central message, lesson, or moral.		o Determine the main ideas (explicitly or implicitly stated) and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.		o Determine the main ideas (explicitly or implicitly stated) and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>3.SL.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. EL.2-3.S8.I-2 ask and answer yes-no, either-or, and wh-questions in order to clarify what an author or speaker says. EL.2-3.S9.I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.	o Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. o Elaborate and expand on information explicitly or implicitly provided.	o Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. o Elaborate and expand on information explicitly or implicitly provided.	o Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. o Elaborate and expand on information explicitly or implicitly provided.	o Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. o Elaborate and expand on information explicitly or implicitly provided.

<p>3.SL.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.</p> <p>EL.2-3.S3.I-1 deliver oral presentations that include details and examples to develop a topic.</p> <p>EL.2-3.S4.I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</p> <p>EL.2-3.S7-I-2 Respond to a question or problem based on gathered information from multiple (personal experience, digital and print) sources.</p>	<p>o 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.</p>		<p>o 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.</p>	<p>o 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.</p>
<p>3.SL.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>			<p>o Create audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>o Create audio recording of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p>EL.2-3.S5.I-1 shift appropriately between informal “playground speech” and language appropriate to the classroom.</p>	<p>o Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>o Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>o Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>o Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X	X	3.RL.2 Recount and paraphrase 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.
X	X	X	X	3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
				Reading Informational Text:
X	X	X	X	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
X	X	X	X	3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
X	X	X	X	3.RI.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.
				Reading Foundations:
X	X	X	X	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or multisyllabic words.
X	X	X	X	3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
	X	X	X	3.RF.3b Decode words with common Latin suffixes.
X	X	X	X	3.RF.3c Apply knowledge of the six-syllable types to grade-level words accurately.
X	X	X	X	3.RF.3d Read grade-appropriate irregularly spelled words.
X	X	X	X	3.RF.4 Read with sufficient accuracy and fluency to support comprehension
				3.RF.4a Read text with purpose and understanding.
X	X	X	X	3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
X	X	X		3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				Writing Foundations:
X	X	X	X	3.WF.3a Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).
X	X	X	X	3.WF.3d Spell regular two-and three-syllable words that: 3.WF.3d.1 . Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.
				Writing
		X	X	3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view.
	X	X	X	3.W.1a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
	X	X	X	3.W.1b Provide reasons that support the opinion.
	X	X	X	3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	X	X	X	3.W.1d Provide a concluding statement or section.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
X	X	X	X	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
X	X	X	X	3.RL.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.
X		X		3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
X	X	X	X	3.RL.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).
X		X		3.RL.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).

X	X	X	X	3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
				Reading Informational Text:
X	X	X	X	3.RI.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.
X	X	X	X	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
X	X	X	X	3.RI.6 Distinguish their own point of view from that of the author of a text.
X	X	X	X	3.RI.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).
X	X	X	X	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	X		X	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic .
X	X	X	X	3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
				Writing Foundations:
X	X	X	X	3.WF.1 Demonstrate and apply handwriting skills .
X	X	X	X	3.WF.1a Read and write cursive letters, upper and lower case.
	X	X	X	3.WF.1b Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
X	X	X	X	3.WF.3 Know and apply spelling conventions and patterns.
	X		X	3.WF.3b Identify language of origin for words, as noted in dictionaries.
X	X			3.WF.3c Spell singular and plural possessives (e.g., teacher's, teachers').
X	X	X	X	3.WF.3d.2. (Spell regular two-and three syllable words that) Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, -un-, dis-, mis-, -able, -ness, -ful, -tion).
X	X	X	X	3.WF.3e Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:
X	X	X	X	3.WF.3e.1. Irregular words .
X	X	X	X	3.WF.3e.2. Pattern-based words.
				Writing:
X	X	X		3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
X	X	X		3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
X	X	X		3.W.2b Develop the topic with facts, definitions, and details.
X	X	X		3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
X	X	X		3.W.2d Provide a concluding statement or section.
X	X			3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
X	X	X		3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
X	X			3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
X	X	X		3.W.3c Use temporal words and phrases to signal event order.
X	X	X		3.W.3d Provide a sense of closure.
X	X	X	X	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
X	X	X	X	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
X	X	X	X	3.W.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.
	X			3.W.7 Conduct short research projects that build knowledge about a topic.
	X	X	X	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

X	X	X	X	3.W.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.
				Language:
X	X	X	X	3.L.1 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
X		X	X	3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		X	X	3.L.1b Form and use regular and irregular plural nouns.
		X	X	3.L.1c Use abstract nouns (e.g., childhood).
X	X	X		3.L.1d Form and use regular and irregular verbs.
X	X	X		3.L.1e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
X	X	X	X	3.L.1f Ensure subject-verb and pronoun-antecedent agreement.
X	X	X	X	3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
X	X	X		3.L.1h Use coordinating and subordinating conjunctions.
X	X	X	X	3.L.1i Produce simple, compound, and complex sentences.
	X	X	X	3.L.1j Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusion/ closure.
X	X		X	3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		X	X	3.L.2a Capitalize appropriate words in titles.
		X	X	3.L.2b Use commas in addresses.
X	X	X	X	3.L.2c Use commas and quotation marks in dialogue.
	X	X	X	3.L.2d Form and use possessives.
X	X	X		3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	X			3.L.3a Choose words and phrases for effect.
	X			3.L.3b Recognize and observe differences between the conventions of spoken and written Standard English.
	X	X	X	3.L.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.
		X	X	3.L.4a 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).
X		X	X	3.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
X	X	X	X	3.L.4c Use sentence-level context as a clue to the meaning of a word or phrase.
		X	X	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases .
	X	X	X	3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
		X	X	3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
X		X	X	3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
		X	X	3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
X	X	X	X	3.L.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).
				Speaking and Listening:
X	X	X	X	3.SL.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.
X	X	X	X	3.SL.1a 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.
	X		X	3.SL.1b 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) .
	X	X	X	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

	X		X	3.SL.1d Explain their own understanding based on the discussion.
	X		X	3.SL.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.
X	X	X	X	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
X		X	X	3.SL.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.
		X	X	3.SL.5 Create 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.
X	X	X	X	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

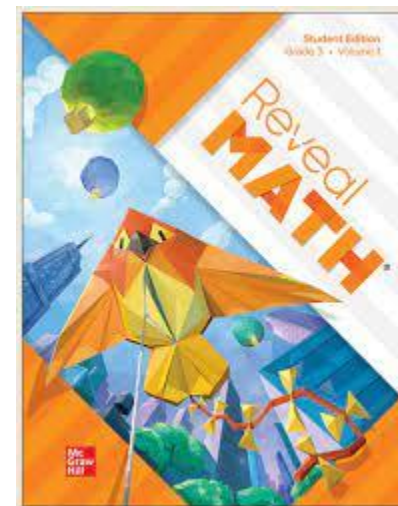


23-24 MATH PACING GUIDE

3rd Grade

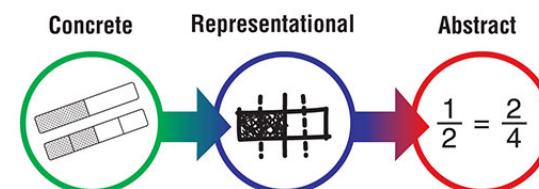
By the end of third grade, students will be able to...

- **Extend understanding of place value of multi-digit numbers to 1000 and fluently add and subtract multi-digit numbers to 1000.**
 - Students generalize their understanding of place value through 1000 and the relative size of numbers in each place. They use their understanding of properties of operations to perform multi-digit addition and subtraction with multi-digit whole numbers less than or equal to 1000. They round multi-digit numbers to 10 or 100. **Develop competency in multiplication and division and strategies for multiplication and division within 100 and develop understanding of the structure of rectangular arrays and of area.**
 - Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models as described in [Table 2](#). Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By working with arrays, students connect area to multiplication and justify using multiplication to determine the area. By the end of 3rd grade, students are fluent in multiplication and division within 100.
- **Develop understanding of fractions as numbers, especially unit fractions.**
 - Students develop an understanding of fractions as numbers, beginning with unit fractions. Students understand that the size of a fractional part is relative to the size of the whole. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on recognizing equal numerators or denominators.
- **Fluently add and subtract within 1000.**
- **Fluently multiply and divide within 100. By the end of 3rd grade, know from memory all multiplication products through 10×10 and division quotients when both the quotient and divisor are less than or equal to 10.**



Scope and Sequence Quick Links

- [Table 1: Common Addition and Subtraction Problem Types/Situations.1](#)
- [Table 2: Common Multiplication and Division Problem Types/Situations.1](#)
- [Comprehensive Mathematics Block \(90 minutes\)](#)



Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online (Login on HelloID SS Page)	Benchmark Blueprints	Pocket PD: By GESD for GESD	Virtual Manipulatives
Math Flip Book	Galileo Supports Log into Galileo and click on GESD Support Materials	Learning Cycle PDF	Virtual/Technology Tools
Van De Walle Supports	ADE Item Specifications, Test Blueprints	Number Talks	Curriculum and Instruction Support Website
Arizona Department of Education Math Website		Mathematical Practices: Explained by Grade Level	

Arizona Mathematics Standards (adopted December 2016)

What the Arizona Mathematics Standards Are

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based


Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

Standards for Student Mathematical Practice

1 **Make sense of problems and persevere in solving them.**



Keep on going!

2 **Reason abstractly and quantitatively.**


Write a story for the mathematical equation

$\frac{1}{2} \times 4$

DeJuan exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise?

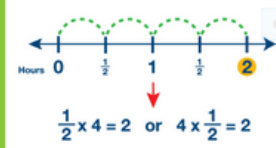
Think what makes sense.

3 **Construct viable arguments and critique the reasoning of others.**




Talk and explain.

4 **Model with mathematics.**



Show your thinking.

5 **Use appropriate tools strategically.**



Use the right tools.

6 **Attend to precision.**

symbol: equals (the same as)

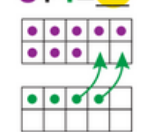
$120 \text{ minutes} = 2 \text{ hours}$

units of measure

Check your work.


7 **Look for and make use of structure.**

$8 + 4 = 12$




See the pattern or connection.

8 **Look for and express regularity in repeated reasoning.**




See the pattern or connection.



RESA
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COMMON CORE
STATE STANDARDS INITIATIVE
Developed by the National Governors' Association
Common Core State Standards
Initiative for Mathematics

Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics. Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.				
FLUENCY (15 minutes) <i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		Teacher Actions <ul style="list-style-type: none">• Model mental math strategies• Think aloud math strategies• Question using a variety of DOK levels• Explicitly teach appropriate mathematical strategies and formulas• Provide feedback on progress	Student Actions <ul style="list-style-type: none">• Utilize mental math strategies• Write out strategies to show procedural knowledge• Answer a variety of DOK 1-4 questions• Share mathematical strategies and thinking• Use feedback to set goals for improvement	Resources Utilized <ul style="list-style-type: none">• Number Talks• Reveal Math• Socratic Seminar• Turnaround Problem (answer given, students come up with question)
WHOLE GROUP INSTRUCTION (25 minutes)	Conceptual Understanding <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i> <div>OR</div>	<ul style="list-style-type: none">• Explicitly teach academic vocabulary• Explicitly model the thinking and strategy used• Guide students through practicing the use of the strategy and offer specific feedback• Guide students through independent practice with appropriate tools• Ask a variety of DOK 1-4 questions throughout instruction• Intentional spiral review implementing previous skills learned	<ul style="list-style-type: none">• Use strategies to learn the academic vocabulary and use it in discussions• Utilize the appropriate strategy to solve the problem• Use feedback to redirect actions as needed• Practice the strategies and skills using the appropriate tools• Answer a variety of DOK 1-4 questions• Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)	<ul style="list-style-type: none">• Reveal Math• Mathematical Practice standards (as appropriate for lesson)
	Problem Solving <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none">• Pose problem/situation• Scaffold independent practice with think-alouds• Label strategies used• Intentional spiral review implementing previous skills learned	<ul style="list-style-type: none">• Read and understand the problem/situation• Utilize knowledge of appropriate strategies and skills to determine next steps• Label strategies used• Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)	<ul style="list-style-type: none">• Reveal Math• Van de Walle
SMALL GROUP INSTRUCTION (40 minutes) <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none">• Identify skill gaps of students using ongoing assessments• Prompt and reinforce mathematical behaviors• Model math strategies and the flexibility to choose between strategies• Create groups by Skill, Concept, or Strategy	<ul style="list-style-type: none">• Practice foundational math skills• Monitor comprehension and select strategies to increase understanding• Extend grade level understanding and link to upcoming standards	<ul style="list-style-type: none">• Reveal Math supplements• Kathy Richardson• Van de Walle• Do the Math• Do the Math Now
COGNITIVE CLOSURE (10 minutes) <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none">• Summarize and synthesize the learning process and skills obtained• Connect the concepts, skills, or strategies to a real world application• Connect the concepts, skills, or strategies to other learning through transfer• Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.)	<ul style="list-style-type: none">• Summarize and synthesize the learning process and skills obtained• Reflect on the learning process and connect the learning to a real world application• Complete an End-of-Lesson Assessment	<ul style="list-style-type: none">• Exit tickets• Math Journals• Common Formative Assessments

Year-at-a-Glance

Mathematical Practices – To be embedded into every lesson			
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.		5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	
		Key: ➡ Grade-Level Guaranteed Standards Essential Standards Supporting Standards Linked to ADE Item Specs	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Unit 1: Math is...</u> 3.MD.A.1b <u>Unit 2: Use Place Value to Fluently Add & Subtract within 1,000</u> 3.NBT.A.1 ➡ 3.NBT.A.2 3.OA.D.8 3.OA.D.9 <u>Unit 3: Multiplication & Division</u> ➡ 3.OA.A.1 ➡ 3.OA.A.2 3.OA.A.4 3.OA.B.5 <u>Unit 4: Use Patterns to Multiply by 0, 1, 2, 5, & 10</u> 3.OA.A.3 3.OA.A.4 ➡ 3.OA.C.7 3.OA.D.9	<u>Unit 5: Use Properties to Multiply by 3, 4, 6, 7, 8, 9</u> 3.OA.A.3 3.OA.A.4 3.OA.B.5 ➡ 3.OA.C.7 <u>Unit 7: Fractions</u> 3.NF.A.1 3.NF.A.2 3.NF.A.3 a, b, and c ➡ 3.NF.A.3d 3.G.A.2 <u>Unit 8: Fraction Equivalence & Comparison</u> 3.NF.A.3 a, b, and c ➡ 3.NF.A.3d	<u>Unit 6: Connect Area & Multiplication</u> 3.MD.C.5 3.MD.C.6 ➡ 3.MD.C.7 <u>Unit 9: Use Multiplication to Divide</u> 3.OA.B.6 ➡ 3.OA.C.7 <u>Unit 10: Use Properties & Strategies to Multiply & Divide</u> 3.OA.B.5 3.OA.D.8 3.OA.D.9 3.OA.D.10 3.NBT.A.3 <u>Unit 11: Perimeter</u> 3.OA.A.3 3.OA.A.4 ➡ 3.MD.C.8	<u>Unit 12: Measurement & Data</u> 3.MD.A.1a 3.MD.A.2 3.MD.B.3 3.MD.B.4 <u>Unit 13: Describe & Analyze 2-Dimensional Shapes</u> 3.G.A.1 3.G.A.2
<u>Spiral Review:</u> 2.NBT.A.1 1.OA.A.1	<u>Spiral Review:</u> ➡ 3.NBT.A.2 ➡ 3.OA.A.1 ➡ 3.OA.A.2	<u>Spiral Review:</u> 3.OA.A.3 3.NF.A.1 3.NF.A.2	<u>Spiral Review:</u> ➡ 3.OA.C.7 3.OA.A.3 ➡ 3.MD.C.7

Quarter 1 Unit1: Math is...

What does it mean to do math?

Choose activities to support your mathematicians to create goals and a growth mindset for the school year.

Quarter 1 Unit 2: Use Place Value to Fluently Add & Subtract within 1,000

How can I use strategies to add and subtract fluently?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.NBT.A.1**

Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.A.2**Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.***Note: Students do not learn the standard algorithm for addition or subtraction until 4th Grade.***3.OA.D.8****Solve two-step word problems using the four operations addition and subtraction. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.****3.OA.D.9**

Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).

- ★ Define round or rounding in relation to place value
- ★ Round a whole number to the nearest 10
- ★ Round a whole number to the nearest 100
- ★ Identify the value of a given number rounded to the nearest 10 or 100
- ★ Identify the numbers that round to a given value
- ★ Plot points (on a number line) to represent values that round to a given value
- ★ Interpret and distinguish between different rounding procedures (used in rounding to a number) in order to create a number that fits certain parameters

- ★ Use strategies for adding and subtracting within 1000
- ★ Fluently add and subtract within 1000
- ★ Calculate the sum or difference of two or more numbers

- ★ Explain the order of operations
- ★ Use strategies for estimating
- ★ Construct an equation with a letter standing for the unknown quantity
- ★ Solve two-step word problems using the four operations addition and subtraction
- ★ Justify answers to problems using various estimation strategies
- ★ Determine a solution to a 2-step word problem
- ★ Determine whether an answer is reasonable based on estimation or rounding
- ★ Construct an equation that models a multi-step word problem

- ★ Identify numbers in a well-known pattern, such as an addition or multiplication table
- ★ Identify unknown numbers in a pattern
- ★ Identify the pattern in a sequence of numbers
- ★ Determine characteristics or trends across numerical situations such as sum, doubles, and/or multiples

Q1 Spiral Review: 2.NBT.A.1 Understand that the three digits *two digit* of a three-digit *two-digit* number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a group of ten tens – called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). ★ 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 2-1 2-2 2-3 2-4 2-5 2-6 2-7 2-8 2-9 2-10 2-11 2-12 ★ Flipbook: Pg.19, 22, 26 - 28 ★ Supplement with *Teaching Arithmetic Lessons for Extending Place Value* Marilyn Burns Pgs. 10-27, Pgs. 110-116, Pgs. 127-139, Pg. 157, Pg. 164; *Teaching Arithmetic Lessons for Introducing Multiplication* Marilyn Burns Pgs. 99-113, Pgs. 135-138

MANIPULATIVES: base-ten blocks, blank number cubes, counters, deck of playing cards, place-value charts to 1,000s Teaching Resource, index cards, Number Chart 401-500 Teaching Resource, Number Cards 0-10 Teaching Resource, numbered spinner, grid paper, paper money (\$1 bills, \$10 bills, and \$100 bills), transparent spinner, Problem Solving Tool Teaching Resource

Quarter 1 Unit 3: Multiplication & Division

What does it mean to multiply and divide?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.OA.A.1**

Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each).

- ★ Represent multiplication equations using multiple representations (pictures, arrays, repeated addition)
- ★ Interpret products of whole numbers as a total number of objects in a number of groups
- ★ Find the product of multiple groups of objects
- ★ Interpret and/or describe what factor pairs represent in a given arrangement
- ★ Create a multiplication problem that describes a given arrangement
- ★ Create multiple pairs of factors to create a given arrangement

3.OA.A.2

Interpret whole number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).
[See Table 2.](#)

- ★ Explain what division means and how it relates to equal shares
- ★ Explain what the numbers in a division problem represent
- ★ Interpret quotients as the number of shares or the number of groups when a set of objects is divided equally
- ★ Identify the quotient for a given problem
- ★ Find a number to answer a question based on the interpretation of a quotient within a context

3.OA.A.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: $8 \times \square = 48$, $5 = \square \div 3$, $6 \times 6 = \square$. See Table 2.

- ★ Multiply and divide within 100
- ★ Determine which operation (multiplication or division) is needed to determine the unknown whole number
- ★ Find the unknown number in a given multiplication or division equation

3.OA.B.5

Apply properties of operations as strategies to multiply and divide. Properties include Commutative and Associative Properties of Multiplication and the Distributive Property.

- ★ Create an equivalent expression and/or equation based on applying a particular property (i.e., Commutative, Associative, Distributive)

Q1 Spiral Review: **2.NBT.A.1** Understand that the three digits *two digit* of a three-digit *two-digit* number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a group of ten tens – called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). ★ **1.OA.A.1** Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 3-1 3-2 3-3 3-4 3-5 3-6 3-7 ★ Flipbook: Pgs. 4, 6, 10, 12 ★ Supplement with [*Teaching Arithmetic Lessons for Introducing Multiplication*](#) Marilyn Burns Pgs. 88-98; [*Teaching Arithmetic Lessons for Introducing Division*](#) Marilyn Burns Pgs. 1-109, Pgs. 117-141

MANIPULATIVES: blank number cubes, counters, yarn or string, geoboards, rubber bands, cup, dot cube, paper plates, index cards

Quarter 1 Unit 4: Use Patterns to Multiply by 0, 1, 2, 5, & 10

How can I recall facts that multiply by 0, 1, 2, 5, and 10?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.OA.A.3**

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

See [Table 2](#).**3.OA.A.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: $8 \times \square = 48$, $5 = \square \div 3$, $6 \times 6 = \square$. See Table 2.***3.OA.C.7**

Fluently multiply and divide within 100.

3.OA.D.9

Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).

- ★ Solve a simple word problem involving multiplication or division
- ★ Create an equation to model a simple situation with multiplication or division
- ★ Model multiplication and division equations by sorting objects into equal groups
- ★ Create an equation to model a complex situation with multiplication or division
- ★ Create a model using a multiplication or division equation that represents a complex situation

- ★ Multiply and divide within 100
- ★ Determine which operation (multiplication or division) is needed to determine the unknown whole number
- ★ Find the unknown number in a given multiplication or division equation

- ★ Find the product or dividend

- ★ Identify numbers in a well-known pattern, such as an addition or multiplication table
- ★ Identify unknown numbers in a pattern
- ★ Identify the pattern in a sequence of numbers
- ★ Determine characteristics or trends across numerical situations such as sum, doubles, and/or multiples

Q1 Spiral Review: **2.NBT.A.1** Understand that the three digits *two digit* of a three-digit *two-digit* number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a group of ten tens – called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). ★ **1.OA.A.1** Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 4-1 4-2 4-3 4-4 4-5 4-6 ★ Flipbook: Pgs. 4, 10, 17, 22 ★ Supplement with Teaching Arithmetic Lessons for Introducing Multiplication Marilyn Burns Pgs. 88-113, 135-138, 150-153; Teaching Arithmetic Lessons for Introducing Division Marilyn Burns Pgs. 1-7, Pgs. 20-36, Pgs. 37-47; Teaching Arithmetic Lessons for Extending Place Value Marilyn Burns Pgs. 127-139, Pgs. 10-27

MANIPULATIVES: transparent spinner, counters, Multiplication Fact Table to 10 Teaching Resource, blank cubes, base-ten blocks, index cards, Number Cards 0-10 Teaching Resource

Quarter 2 Unit 5: Use Properties to Multiply by 3, 4, 6, 7, 8, 9

How can I recall facts that multiply by 3, 4, 6, 7, 8, and 9?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.OA.A.3**

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

See [Table 2](#).**3.OA.A.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: $8 \times \square = 48$, $5 = \square \div 3$, $6 \times 6 = \square$. See Table 2.***3.OA.B.5**

Apply properties of operations as strategies to multiply and divide. Properties include Commutative and Associative Properties of Multiplication and the Distributive Property.

(Students do not need to use the formal terms for these properties, but teachers should use these terms consistently.)

3.OA.C.7

Fluently multiply and divide within 100.

- ★ Solve a simple word problem involving multiplication or division
- ★ Create an equation to model a simple situation with multiplication or division
- ★ Model multiplication and division equations by sorting objects into equal groups
- ★ Create an equation to model a complex situation with multiplication or division
- ★ Create a model using a multiplication or division equation that represents a complex situation

- ★ Multiply and divide within 100
- ★ Determine which operation (multiplication or division) is needed to determine the unknown whole number
- ★ Find the unknown number in a given multiplication or division equation

- ★ Create an equivalent expression and/or equation based on applying a particular property (i.e., Commutative, Associative, Distributive)

- ★ Find the product or dividend

Q2 Spiral Review: ➡ **3.NBT.A.2** Students 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.OA.A.1** – Interpret products of whole numbers as the total number of objects in equal groups➡ **3.OA.A.2** – Interpret whole number quotients of whole numbers

GESD PROVIDED RESOURCES: Reveal Math 5-1 5-2 5-3 5-4 5-5 5-6 ★ Flipbook: Pgs. 7, 10, 12, 17 ★ Supplement with *Teaching Arithmetic Lessons for Introducing Multiplication* Marilyn Burns Pgs. 35-47, Pgs. 66-76

Pgs. 131-132, Pgs. 139-141, Pgs. 150-153; *Teaching Arithmetic Lessons for Introducing Division* Marilyn Burns Pgs. 1-7, Pgs. 20-36, Pgs. 37-47

MANIPULATIVES: color tiles, glue, grid paper, scissors, geoboards, rubber bands, blank cubes, colored pencils, counters, pattern blocks, index cards

Quarter 2 Unit 7: Subtraction within 20: Fractions

What are fractions and how can I represent them?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p><u>3.NF.A.1</u> Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a part of size $1/b$.</p>	<p><u>3.NF.A.2</u> Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a length $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1. c. Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).</p>	<p><u>3.NF.A.3</u> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they have the same relative size compared to 1 whole. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p><u>3.NF.A.3d</u> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify conclusions.</p>	<p><u>3.G.A.2</u> Partition shapes into b parts with equal areas. Express the area of each part as a unit fraction $1/b$ of the whole (Grade 3 expectations are limited to fractions with denominators $b = 2, 3, 4, 6, 8$).</p>
<ul style="list-style-type: none"> ★ Identify a model given a fraction ★ Identify a fraction given a model ★ Partition a whole into equal parts and identify that each part is a unit fraction 	<ul style="list-style-type: none"> ★ Identify and represent unit fractions of $1/b$ on a number line ★ Identify and represent fractions of size a/b as “a” $1/b$ sized segments on the number line starting from 0 ★ Identify and interpret fractional values on number lines ★ Reason and draw conclusions about partitioning wholes and constructing fractional models ★ Compare fractions and justify decisions using number line representations 	<ul style="list-style-type: none"> ★ Represent equivalent fractions ★ Represent and explain equivalent fractions by creating fraction models ★ Express whole numbers as fractions (over 1) and recognize equivalent fraction forms of whole numbers ($n \cdot p/0p$) 	<ul style="list-style-type: none"> ★ Compare fractions with the same denominator (less than and greater than 1) ★ Compare fractions with the same numerator and unlike denominators (less than and greater than 1) 	<ul style="list-style-type: none"> ★ Recognize the fraction that an area of a shape represents ★ Identify the shapes that are divided into equal parts ★ Partition a shape into equal areas ★ Shade a fraction of a shape ★ Match given partitions with the fraction each represents ★ Construct a complete shape given only one of the partitioned areas of the whole shape

Q2 Spiral Review: ➡ **3.NBT.A.2** Students 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.OA.A.1** – Interpret products of whole numbers as the total number of objects in equal groups

➡ **3.OA.A.2** – Interpret whole number quotients of whole numbers

GESD PROVIDED RESOURCES: Reveal Math 7-1 7-2 7-3 7-4 7-5 7-6 ★ Flipbook: Pgs. 32, 35, 36, 55; Supplement with *Teaching Arithmetic Lessons for Introducing Fractions* Marilyn Burns Pgs. 1-13, Pgs. 46-53, Pg. 62-67, Pgs. 75-96, Pg. 105-115, Pg. 116-121; *Teaching Student-Centered Mathematics* Van de Walle Pgs. 224, 225, 229-242; 12.2, 12.3, 12.5-12.7, 12.9-12.15

MANIPULATIVES: blank cubes, grid paper, index cards, scissors, fraction circles, rulers, fraction tiles, markers, white boards

Quarter 2 Unit 8: Fraction Equivalence & Comparison

How can I compare fractions?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.NF.A.3**

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent if they have the same relative size compared to 1 whole.
- Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.A.3d

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify conclusions.

- ★ Represent equivalent fractions
- ★ Represent and explain equivalent fractions by creating fraction models
- ★ Express whole numbers as fractions (over 1) and recognize equivalent fraction forms of whole numbers ($n \times p/0p$)

- ★ Compare fractions with the same denominator (less than and greater than 1)
- ★ Compare fractions with the same numerator and unlike denominators (less than and greater than 1)

Q2 Spiral Review: ➡ **3.NBT.A.2** Students 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.OA.A.1** – Interpret products of whole numbers as the total number of objects in equal groups

➡ **3.OA.A.2** – Interpret whole number quotients of whole numbers

GESD PROVIDED RESOURCES: Reveal Math 8-1 8-2 8-3 8-4 8-5 8-6 8-7 ★ Flipbook: Pg. 36; Supplement with *Teaching Student-Centered Mathematics* Van de Walle Pg. 224-225, 238-242; 12.2, 12.3, 12.10-12.15; *Teaching Arithmetic Lessons for Introducing Fractions* Marilyn Burns Pg. 62-67, Pg. 105-115, Pg. 116-121

MANIPULATIVES: dominoes or index cards, fraction tiles, grid paper, blank cubes, Spinner Numbers Teaching Resource, transparent spinners, fraction circles

Quarter 3 Unit 6: Connect Area & Multiplication

How can I find area?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>3.MD.C.5 Understand area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> 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 	<p>3.MD.C.6 Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised square units).</p>	<p>➡ 3.MD.C.7 Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> 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 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. Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.
<ul style="list-style-type: none"> ★ Identify what the area of a figure means and represents ★ Recognize a square with side length 1 unit as a unit square 	<ul style="list-style-type: none"> ★ Find the area of a rectilinear figure by counting squares 	<ul style="list-style-type: none"> ★ Find the area of a rectangle using various strategies, such as multiplying side lengths and using tiling to demonstrate the distributive property as it relates to area ★ Find the area of rectilinear figures by decomposing them into non-overlapping rectangles ★ Draw conclusions about unknown side lengths in order to calculate the area of a rectilinear figure

Q3 Spiral Review: [3.OA.A.3](#) – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. See Table 2.

[3.NF.A.1](#) – Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

➡ [3.NF.A.2](#) – Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line.
- Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1.
- Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).

GESD PROVIDED RESOURCES: Reveal Math 6-1 6-2 6-3 6-4 6-5 6-6 ★ Flipbook Pgs. 45, 47, 48 ★ Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 352-354; 16.8, 16.9, 16.10

MANIPULATIVES: color tiles, Tiling Figures Teaching Resource, grid paper, markers, blank cubes

Quarter 3 Unit 9: Use Multiplication to Divide

How can I use multiplication to recall division facts?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.OA.B.6**Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).**3.OA.C.7** (embed within all OA standards)**Fluently multiply and divide within 100.**

★ Write division problems as equivalent multiplication problems

★ Find the product or dividend

Q3 Spiral Review: **3.OA.A.3** – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. *See Table 2.***3.NF.A.1** – Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.**3.NF.A.2** – Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line.
- b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1.
- c. Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).

GESD PROVIDED RESOURCES: Reveal Math 9-1 9-2 9-3 9-4 9-5 9-6 9-7 9-8 9-9 ★ Flipbook: Pgs. 16, 17; *Supplement with Teaching Arithmetic Lessons for Introducing Multiplication Marilyn Burns Pgs. 150-153***MANIPULATIVES:** blank cubes, Blank Fact Triangles Teaching Resource, index cards, dimes, nickels, pennies, counters, craft sticks, colored pencils, Multiplication Fact Table to 10 Teaching Resource, one-year wall calendar

Quarter 3 Unit 10: Use Properties & Strategies to Multiply & Divide

How can I use properties and strategies to multiply and divide?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Properties include Commutative and Associative Properties of Multiplication and the Distributive Property.</p> <p>(Students do not need to use the formal terms for these properties, but teachers should use these terms consistently.)</p>	<p>3.OA.D.8 Solve two-step word problems using the four operations addition and subtraction. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.</p>	<p>3.OA.D.9 Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).</p>	<p>3.OA.D.10 When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9×80, 5×60).</p>
<p>★ Create an equivalent expression and/or equation based on applying a particular property (i.e., Commutative, Associative, Distributive)</p>	<p>★ Determine a solution to a 2-step word problem</p> <p>★ Determine whether an answer is reasonable based on estimation or rounding</p> <p>★ Construct an equation that models a multi-step word problem</p>	<p>★ Identify numbers in a well-known pattern, such as an addition or multiplication table</p> <p>★ Identify unknown numbers in a pattern</p> <p>★ Identify the pattern in a sequence of numbers</p> <p>★ Determine characteristics or trends across numerical situations such as sum, doubles, and/or multiples</p>	<p>★ Determine the best estimation strategy given the context of a situation</p> <p>★ Determine whether an answer is appropriate in a given context</p> <p>★ Recognize when an estimation strategy is or is not appropriate</p> <p>★ Use Estimation strategies to solve a problem</p>	<p>★ Calculate the product of a one-digit number by a multiple of 10 without context</p> <p>★ Calculate the product of a one-digit number by a multiple of 10 within the context of a word problem</p>

Q3 Spiral Review: [3.OA.A.3](#) – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. See *Table 2*.

[3.NF.A.1](#) – Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

➡ [3.NF.A.2](#) – Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1.

c. Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).

GESD PROVIDED RESOURCES: Reveal Math 10-1 10-2 10-3 10-4 10-5 10-6 ★ Flipbook: Pgs. 12, 19, 22, 30; *Supplement with Teaching Student-Centered Mathematics Van de Walle Pg. 323; 15.11; Teaching Arithmetic Lessons for Introducing Multiplication Marilyn Burns Pgs. 99-113, Pgs. 135-138; Teaching Arithmetic Lessons for Extending Place Value Marilyn Burns Pgs. 10-27, Pgs. 80-94, Pgs. 127-171*

MANIPULATIVES: base-ten blocks, blank cubes, colored pencils, index cards, Multiplication Fact Table to 10 Teaching Resource, fact cards, Problem-Solving Tool Teaching Resource, counters, Spinner Numbers Teaching Resource, transparent spinners

Quarter 3 Unit 11: Perimeter

How can I solve perimeter problems?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.**3.OA.A.3**

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

See [Table 2](#).**3.OA.A.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: $8 \times \square = 48$, $5 = \square \div 3$, $6 \times 6 = \square$. See Table 2.***3.MD.C.8**

Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.

- ★ Solve a simple word problem involving multiplication or division
- ★ Create an equation to model a simple situation with multiplication or division
- ★ Model multiplication and division equations by sorting objects into equal groups
- ★ Create an equation to model a complex situation with multiplication or division
- ★ Create a model using a multiplication or division equation that represents a complex situation

- ★ Multiply and divide within 100
- ★ Determine which operation (multiplication or division) is needed to determine the unknown whole number
- ★ Find the unknown number in a given multiplication or division equation

- ★ Construct a polygon with a given perimeter or area
- ★ Find the perimeter of a polygon given the side lengths
- ★ Find an unknown side length of a polygon given the perimeter
- ★ Construct a rectangle with a given perimeter based on area (or a given area based on perimeter)

Q3 Spiral Review: [3.OA.A.3](#) – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. See [Table 2](#).[3.NF.A.1](#) – Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.**3.NF.A.2** – Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line.
- b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1.
- c. Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).

GESD PROVIDED RESOURCES: Reveal Math 11-1 11-2 11-3 11-4 11-5 ★Flipbook: Pg. 7, 10, 50; Supplement with [Teaching Arithmetic Lessons for Introducing Multiplication](#) Marilyn Burns Pgs. 35-47, Pgs. 66-76; [Teaching Arithmetic Lessons for Introducing Division](#) Marilyn Burns Pgs. 1-7, Pgs. 20-36, Pgs. 37-47; [Teaching Student-Centered Mathematics](#) Van de Walle Pg. 355; 16.11<http://www.illustrativemathematics.org/standards/k8>**MANIPULATIVES:** color tiles, grid paper, playing cards, precut shapes labeled with missing side length and total perimeter, blank cubes, color tiles, counters, string

Quarter 4 Unit 12: Measurement & Data

How can I measure and record data?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

<p>3.MD.A.1a 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., representing the problem on a number line diagram).</p>	<p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using metric units. (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative comparison problems (problems involving notions of “times as much”).</p> <p><i>See Table 2.</i></p>	<p>3.MD.B.3 Create 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.</p> <p>See Table 1.</p>	<p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>
<ul style="list-style-type: none"> ★ Recognize and identify a time shown to a single-minute increment on a clock ★ Calculate a change of time ★ Show change of time on a number line or clock ★ Construct a schedule by adding and subtracting time intervals ★ Determine the sum and/or difference of values using symbols \$, “,” , ¢. 	<ul style="list-style-type: none"> ★ Identify a given measured amount ★ Estimate an unknown quantity by comparing it with a given measurement ★ Interpret and calculate a one-step word problem involving measurement 	<ul style="list-style-type: none"> ★ Compare two or more data values from a given graph to solve one- and two-step word problems ★ Construct a scaled bar or picture graph based on given data ★ Create a scale for given data and construct a graph ★ Construct a scaled bar or picture graph based on parameters 	<ul style="list-style-type: none"> ★ Measure the length of a given object ★ Classify and/or sort objects based on their measure ★ Construct a line plot for given data

Q4 Spiral Review: ➡ [3.OA.C.7](#) Students fluently multiply by 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory.[3.OA.A.3](#) Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.➡ [3.MD.C.7](#) Relate area to the operations of multiplication and addition.

a. 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.

b. 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.

c. Use tiling to show 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.

d. Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.

GESD PROVIDED RESOURCES: Reveal Math 12-1 12-2 12-3 12-4 12-5 12-6 12-7 12-8 12-9 12-10 12-11 ★ Flipbook: Pg. 39, 41, 42, 44**MANIPULATIVES:** everyday containers (1L, 500mL, 250mL, 1mL), metric measuring cup (1L), metric measuring cups (500 mL), water, balance scale, classroom objects, metric units of mass, apple, everyday objects (1g, 100g, 1kg), student clocks, number lines, Picture Graph Teaching Resource, playing cards, Bar Graphs Teaching Resource, connecting cubes, grid paper, Quarter-Inch Rulers Teaching Resource, quarter-inch rulers

Quarter 4 Unit 13: Describe & Analyze 2-Dimensional Shapes

How can I identify, classify, and draw 2-dimensional shapes?

ARIZONA STANDARDS AND TASK DEMANDS -

3.G.A.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.

- ★ Select attributes that are shared by a set of shapes
- ★ Select shapes that belong to the same sub-categories
- ★ Use a set of attributes to name a shape
- ★ Classify shapes based on attributes
- ★ Explain why a shape is classified in a given way, given a set of shapes in two groups

Q4 Spiral Review: → 3.OA.C.7 Students fluently multiply by 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory.

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

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

- a. 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.
- b. 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.
- c. Use tiling to show 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.
- d. Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.

GESD PROVIDED RESOURCES: Reveal Math 13-1 13-2 13-3 13-4 ★ Flipbook Pg. 53

MANIPULATIVES: pattern blocks, Polygons Teaching Resource, geoboards, grid paper, rubber bands, Quadrilaterals Teaching Resource, rulers

Table 1: Common Addition and Subtraction Problem Types/Situations.¹

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown ²
Put Together / Take Apart³	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

¹Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).²These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results* in but always does mean *is the same quantity as*.³Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

Table 2: Common Multiplication and Division Problem Types/Situations.¹

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$ and $18 \div 3 = ?$	$? \times 6 = 18$ and $18 \div 6 = ?$
Equal Groups	<p>There are 3 bags with 6 plums in each bag. How many plums are there in all?</p> <p>Measurement example.</p> <p>You need 3 lengths of string, each 6 inches long. How much string will you need altogether?</p>	<p>If 18 plums are shared equally into 3 bags, then how many plums will be in each bag?</p> <p>Measurement example.</p> <p>You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?</p>	<p>If 18 plums are to be packed 6 to a bag, then how many bags are needed?</p> <p>Measurement example.</p> <p>You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?</p>
Arrays,² Area³	<p>There are 3 rows of apples with 6 apples in each row. How many apples are there?</p> <p>Area example.</p> <p>What is the area of a 3 cm by 6 cm rectangle?</p>	<p>If 18 apples are arranged into 3 equal rows, how many apples will be in each row?</p> <p>Area example.</p> <p>A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?</p>	<p>If 18 apples are arranged into equal rows of 6 apples, how many rows will there be?</p> <p>Area example.</p> <p>A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?</p>
Compare	<p>A straw hat costs \$6. A baseball hat costs 3 times as much as the straw hat. How much does the baseball hat cost?</p> <p>Measurement example.</p> <p>A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?</p>	<p>A baseball hat costs \$18 and that is 3 times as much as a straw hat costs. How much does a blue straw cost?</p> <p>Measurement example.</p> <p>A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?</p>	<p>A baseball hat costs \$18 and a straw hat costs \$6. How many times as much does the baseball hat cost as the straw hat?</p> <p>Measurement example.</p> <p>The rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?</p>
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

¹The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

²The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

³Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

Quarter Taught				Essential Standards (➡ Grade Level Guaranteed Standards)
1	2	3	4	Operations and Algebraic Thinking (OA):
X	X			➡ 3.OA.A.1 – Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each).
X	X			➡ 3.OA.A.2 – Interpret whole number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). <i>See Table 2.</i>
X	X	X		3.OA.A.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. <i>See Table 2.</i>
X	X	X		➡ 3.OA.C.7 – Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10×10 and division quotients when both the quotient and divisor are less than or equal to 10.
X		X		3.OA.D.8 – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.
X	X			➡ 3.NBT.A.2 – Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
				Number and Operations – Fractions (NF):
	X	X		3.NF.A.1 – Understand a fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
	X	X		➡ 3.NF.A.2 – Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Understand that each part has size $1/b$ and that the end point of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Understand that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line including values greater than 1. c. Understand a fraction $1/b$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).
	X			➡ 3.NF.A.3d – Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify conclusions.
				Measurement and Data (MD):
		X		➡ 3.MD.C.7 – Relate area to the operations of multiplication and addition. a. 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. b. 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. c. Use tiling to show 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. d. Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.

Quarter Taught				Supporting Standards
1	2	3	4	Operations and Algebraic Thinking (OA):
X	X	X		3.OA.A.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>See Table 2.</i>
X	X	X		3.OA.B.5 – Apply properties of operations as strategies to multiply and divide. Properties include Commutative and Associative Properties of Multiplication and the Distributive Property.
				3.OA.B.6 – Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).
X		X		3.OA.D.9 – Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).
		X		3.OA.D.10 – When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
				Number and Operations in Base Ten (NBT):
X				3.NBT.A.1 – Use place value understanding to round whole numbers to the nearest 10 or 100.
		X		3.NBT.A.3 – Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9×80 , 5×60).
				Number and Operations – Fractions (NF):
	X			3.NF.A.3 – Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they have the same relative size compared to 1 whole. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. <i>THIS SUB-STANDARD IS LISTED WITH THE ESSENTIAL STANDARDS ABOVE.</i>
				Measurement and Data (MD):
X			X	3.MD.A.1 – Solve problems involving measurement. a. 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., representing the problem on a number line diagram). b. Solve word problems involving money through \$20.00, using symbols \$, ".", ¢.
			X	3.MD.A.2 – Measure and estimate liquid volumes and masses of objects using metric units. (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative comparison problems (problems involving notions of “times as much”). <i>See Table 2.</i>
			X	3.MD.B.3 – Create 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. <i>See Table 1.</i>
			X	3.MD.B.4 – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
		X		3.MD.C.5 – Understand area as an attribute of plane figures and understand concepts of area measurement. a. 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. b. 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.
		X		3.MD.C.6 – Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units).
		X		3.MD.C.8 – Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.
				Geometry (G):
			X	3.G.A.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.
	X		X	3.G.A.2 – Partition shapes into b parts with equal areas. Express the area of each part as a unit fraction $1/b$ of the whole (Grade 3 expectations are limited to fractions with denominators $b = 2, 3, 4, 6, 8$).

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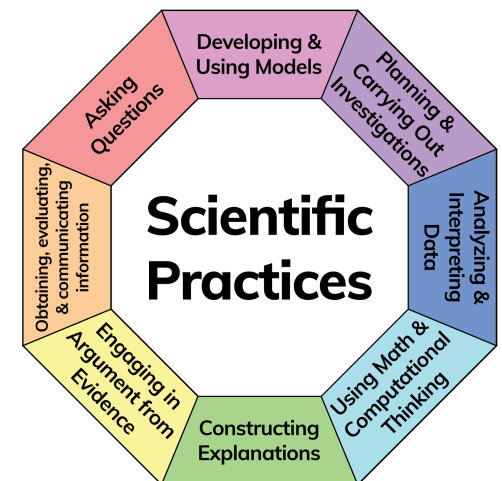
3rd Grade

SCIENCE PACING GUIDE



Focus on Systems and System Models; Structure and Function

By the end of third grade, students will gain an understanding of how the Sun provides energy for life on Earth. Students apply their understanding of light and sound waves, how they travel, are detected, and transfer energy. Students learn that organisms have different structures and functions which increase their chances of survival. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in third grade focus on helping students understand phenomena through systems and system models and structure and function.



Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 3rd grade Arizona Standards are covered through the NGSS standards within the 3rd-5th grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, 3rd-5th grade students will have received the needed curriculum prior to the AzSci assessment that is administered in 5th grade.

The pacing for science content is recommended to be taught within a 4-5 week block and then alternated with Social Studies to ensure that both are taught each quarter. The FlexTrack B pacing (found in each lesson's *Lesson at a Glance*) is recommended to support meeting this timeline.

Key: T - Teacher Edition

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p><u>Forces Around Us</u> <u>Forces and Motion</u> 4.P2U1.3 4.P4U1.1 4.P4U1.2 5.P2U1.3 5.P3U1.4</p> <p><u>Electricity and Magnetism</u> 4.P2U1.3 4.P4U1.1 4.P4U1.2 5.P2U1.3 5.P3U1.4</p>	<p><u>Life Cycles and Traits</u> <u>Plants</u> 5.L3U1.9</p> <p><u>Animals</u> 5.L3U1.9</p>	<p><u>Different Environments</u> <u>Survive the Environment</u> 4.L4U1.11 5.L3U1.10 5.L4U3.11</p> <p><u>Change of Environment</u> 4.L4U1.11 5.L3U1.10 5.L4U3.11</p>	<p><u>Observing Weather</u> <u>Weather Impacts</u> 4.E1U1.8 4.E1U1.8 4.E1U2.10</p>

AzSCI will be administered in 5th grade (**equally covering domains from Grade 3/4/5 standards**).

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Quarter 1: Forces Around Us

Length of Study: 4 weeks

4.P2U1.3	Develop and use a model to demonstrate magnetic forces.
4.P4U1.1	Develop and use a model to demonstrate how a system transfers energy from one object to another even when the objects are not touching.
4.P4U1.2	Develop and use a model that explains how energy is moved from place to place through electric currents.
5.P2U1.3	Construct an explanation using evidence to demonstrate that objects can affect other objects even when they are not touching.
5.P3U1.4	Obtain, analyze, and communicate evidence of the effects that balanced and unbalanced forces have on the motion of objects.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Asking Questions and Defining Problems; Constructing Explanations and Designing Solutions; Planning and Carrying Out Investigations ★ DCI Defining and Delimiting Engineering Problems; Developing Possible Solutions; Forces and Motion; Types of Interactions ★ CCC Cause and effect; Patterns
<p style="text-align: center;">Unit 1: Forces Around Us</p> <p>Big Idea: What is the relationship between force and motion?</p> <p>Big Idea: How can some objects push or pull one another without even touching?</p>	GESD Resources:
	<p>Module 1: Forces and Motion</p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Motion (T5), Lesson 2 - Forces Can Change Motion (T21), STEM Module Project - Design a Skatepark (T41), Module Wrap Up - Revisit the Phenomenon (T45)</p> <p>Materials Inventory</p>
	GESD Resources:
	<p>Module 2: Electricity and Magnetism</p> <p>Module Opener - Encounter the Phenomenon (T47), STEM Module Project Launch (T48), Lesson 1 - Electricity and Designing Solutions (T45), Lesson 2 - Magnetism and Designing Solutions (T67), STEM Module Project - Design a Self-Closing Gate (T85), Module Wrap Up - Revisit the Phenomenon (T91)</p> <p>Materials Inventory</p>

Quarter 2: Life Cycles and Traits

Length of Study: 4 weeks

5.L3U1.9	Obtain, evaluate, and communicate information about patterns between the offspring of plants, and the offspring of animals (including humans); construct an explanation of how genetic information is passed from one generation to the next.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Analyzing and Interpreting Data; Constructing Explanations and Designing Solutions; Developing and Using Models; Engaging in Argument from Evidence ★ DCI Growth and Development of Organisms; Social Interactions and Group Behavior; Inheritance of Traits; Variation of Traits; Natural Selection ★ CCC Cause and Effect; Patterns
<p style="text-align: center;">Unit 2: Life Cycles and Traits</p> <p>Big Idea: How do plants grow, develop, and reproduce?</p> <p>Big Idea: How do animals live, grow, and survive?</p>	GESD Resources:
	<p>Module 1: Plants</p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Plant Life Cycles (T5), Lesson 2 - Plant Traits (T21), STEM Module Project - Growing Plants (T37), Module Wrap Up - Revisit the Phenomenon (T43)</p> <p>Materials Inventory</p>
	Learning Objectives
	<p>Module 2: Animals</p> <p>Module Opener - Encounter the Phenomenon (T45), STEM Module Project Launch (T46), Lesson 1 - Animal Life Cycles (T47), Lesson 2 - Animal Traits (T63), Lesson 3 - Animal Group Survival (T79), STEM Module Project - Design a Habitat (T97), Module Wrap Up - Revisit the Phenomenon (T45)</p> <p>Materials Inventory</p>

Quarter 3: Different Environments

Length of Study: 4 weeks

4.L4U1.11	Analyze and interpret environmental data to demonstrate that species either adapt and survive or go extinct over time.
5.L3U1.10	Construct an explanation based on evidence that the changes in an environment can affect the development of the traits in a population of organisms.
5.L4U3.11	Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Analyzing and Interpreting Data; Asking Questions and Defining Problems; Engaging in Argument from Evidence ★ DCI Defining and Delimiting Engineering Problems; Ecosystem Dynamics, Functioning, and Resilience; Evidence of Common Ancestry and Diversity; Adaptation; Biodiversity and Humans ★ CCC Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models
<p style="text-align: center;">Unit 3: Different Environments</p> <p>Big Idea: How do some organisms survive in some environments but others cannot?</p> <p>Big Idea: How do changes in the ecosystem affect the organisms that live there?</p>	GESD Resources
	<p>Module: Survive the Environment</p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Survival of Organisms (T5), Lesson 2 - Adaptations and Variations (T23), STEM Module Project - Design an Animal's Adaptations (T43), Module Wrap Up - Revisit the Phenomenon (T47)</p> <p>Materials Inventory</p>
	GESD Resources:
	<p>Module: Change the Environment</p> <p>Module Opener - Encounter the Phenomenon (T49), STEM Module Project Launch (T50), Lesson 1 - Fossils (T52), Lesson 2 - Changes Affect Organisms (T70), STEM Module Project - Past, Present, and Future (T85), Module Wrap Up - Revisit the Phenomenon (T91)</p> <p>Materials Inventory</p>

Quarter 4: Observing Weather

Length of Study: 4 weeks

4.E1U1.8	Collect, analyze, and interpret data to explain weather and climate patterns.
4.E1U1.8	Collect, analyze, and interpret data to explain weather and climate patterns.
4.E1U2.10	Define problem(s) and design solution(s) to minimize the effects of natural hazards.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP Analyzing and Interpreting Data; Asking Questions and Defining Problems; Constructing Explanations and Designing Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating ★ DCI Weather and Climate; Natural Hazards; Defining and Delimiting Engineering Problems; Developing Possible Solutions ★ CCC Cause and Effect; Patterns
<p style="text-align: center;">Unit 4: Observing Weather</p> <p>Big Idea: How does weather change, and how can natural hazards change environments?</p>	GESD Resources:
	<p>Module: Weather Impacts</p> <p>Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Weather Patterns (T5), Lesson 2 - Weather and Seasons (T21), Lesson 3 - Natural Hazards and the Environment (T39), Lesson 4 - Prepare for Natural Hazards (T55), STEM Module Project - Meteorologist for a Day (T75), Module Wrap Up - Revisit the Phenomenon (T81)</p> <p>Materials Inventory</p>

Core Ideas for Knowing Science:

Physical Science

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

Science and Engineering Practices:

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

Crosscutting Concepts:

- [Patterns](#)
- [Cause and Effect](#)
- [Scale, Proportion, and Quantity](#)
- [Systems and System Models](#)
- [Energy and Matter](#)
- [Structure and Function](#)
- [Stability and Change](#)

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.



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3rd Grade

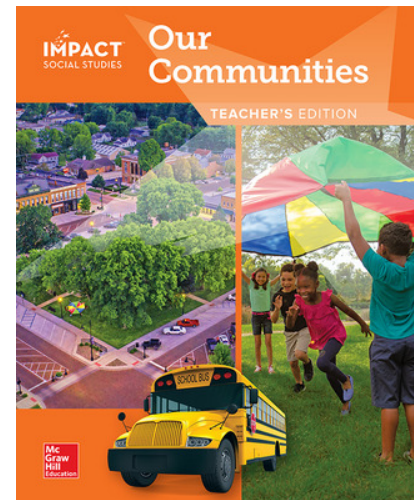


HISTORY & SOCIAL STUDIES PACING GUIDE

Third Grade - Arizona Studies; prehistoric to present-day Arizona

Students will study Arizona with an integrated approach considering the following factors:

- The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona
- Economic, political, and geographic elements
- Structure of the state and local governments
- Roles and responsibilities as citizens of Arizona
- Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect



Year-at-a-Glance

The pacing for history and social sciences content is recommended to be taught within a 4-5 week block and then alternated with Science to ensure that both are taught each quarter.

Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.

Quarter 1		Quarter 2		Quarter 3		Quarter 4
Communities in Our Country and World	The Community and Its Environment	People and Communities	Communities Change Over Time	American Citizens, Symbols, and Government	Economics of Communities	Arizona Chapter
3.SP3.6	3.SP2.1	3.SP1.2	3.SP1.1		3.SP1.2	3.SP1.1
3.SP3.7	3.SP2.1	3.SP2.1	3.SP1.2	3.SP1.2	3.SP3.6	3.SP1.2
3.SP4.1	3.SP3.1	3.SP3.6	3.SP2.1	3.SP2.1	3.SP3.7	3.SP1.3
3.E1.1	3.SP3.6	3.SP3.7	3.SP3.3	3.SP3.1	3.C1.1	3.SP2.1
3.E1.2	3.SP3.7	3.E1.3	3.SP3.4	3.SP3.6	3.C3.1	3.SP3.1
3.E2.2	3.SP4.1	3.H1.1	3.SP3.6	3.SP4.1	3.C3.2	3.SP3.2
3.G1.1	3.SP4.2		3.SP4.1	3.SP4.2	3.E1.1	3.SP3.3
3.G2.1	3.C1.1		3.SP4.2	3.C1.1	3.E1.2	3.SP3.4
3.G4.1	3.C1.2		3.E1.1	3.C3.1	3.E1.3	3.SP3.5
3.H3.1	3.C3.2		3.E1.3	3.C3.2	3.E2.1	3.SP3.6
	3.E1.3		3.E2.1	3.H1.1	3.G1.1	3.SP3.7
	3.E2.1		3.E2.2	3.H2.2		3.SP4.1
	3.E2.2		3.G2.1	3.H3.1		3.SP4.2
9/11 Observance Day	3.G1.1		3.G3.2			3.C1.1
ADE Resources	3.G2.1		3.G4.1			3.E1.1
9/11 Museum Resources	3.H1.1		3.H2.1			3.E1.2
	3.H2.2		3.H3.1			3.E2.2
			3.H3.2			3.G1.1
Civics Celebration Week						3.G2.1
(9/17-9/25)						3.G3.1
ADE Resources						3.G4.1
						3.H1.1
						3.H2.1
						3.H2.2
						3.H3.1
						3.H3.2

Quarter 1			
GESD Resource: Impact Social Studies Communities in our Country and World Essential Question: Why Does It Matter Where We Live? Length of Study: 2 weeks		Chapter 2: The Community and Its Environment Essential Question: What Is Our Relationship With Our Environment? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question: (T15) - Paving the Way West		Impact Explore Magazine - Additional Reading to Support the Essential Question: (T117) - The Hoover Dam, Disaster!	
Engage	Inquiry Project (T6, T8, T98)	Engage	Inquiry Project (T108, T162)
Investigate	People You Should Know (T13)	Investigate	People You Should Know (T115)
Lesson 1	Where is My Community and What Is it Like? (T16) Investigate: Mapping (Online AZ supplement)	Lesson 1	How Does the Environment Change the Way People Live? (T118)
Lesson 2	How Does My Community Fit in With My Country? (T32)	Lesson 2	How Do People Change in Their Environment? (T132)
Lesson 3	How Does Climate Impact My Community? (T50)	Lesson 3	The IMPACT Today: How Do We Meet Environmental Challenges? (T146) AZs Citizens Work Together (IO)
Lesson 4	How Is My Community Affected By the Land and Water Around It? (T66) Investigate: Migrants and Farmworkers (Online AZ supplement)	Take Action	Connections in Action (T164)
Lesson 5	The Impact Today: How Do Resources Impact a Community? (T82)		
Take Action	Connections in Action (T100)		

Quarter 2			
GESD Resource: Impact Social Studies Chapter 3: People and Communities Essential Question: What makes a Community Unique Length of Study: 2 weeks		Impact Social Studies Chapter 4: Communities Change Over Time Essential Question: How Does the Past Impact the Present? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question: (T178)		Impact Explore Magazine - Additional Reading to Support the Essential Question: (T272)	
Engage	Inquiry Project (T169, T256)	Engage	Inquiry Project (T264, T370)
Investigate	People You Should Know (T177)	Investigate	People You Should Know (T271)
Lesson 2	How Do People Express Their Culture? (T194)	Lesson 1	How Did Conflict and Cooperation Shape Early Communities? (T274)
Lesson 3	What Do Immigrants Add to a Community (T208)	Lesson 2	What Makes a Community Grow? (T290) Overland Wagon and Mail Service (IO)
Lesson 5	The IMPACT Today: What Connects Communities Throughout the World Today? (T240)	Lesson 3	How Do Communities of the Past Compare to Today? (T306)
Take Action	Connections in Action (T258)	Lesson 5	What Can Comparing Different Communities Tell Us About How Communities Change Over Time? (T338)
		Take Action	Connections in Action (T 372)

Quarter 3			
GESD Resource: Impact Social Studies Chapter 5: American Citizens, Symbols, and Government Essential Question: Why do governments and citizens need each other? Length of Study: 2 weeks		Chapter 6: Economics of Community Essential Question: How do people in the community meet their wants and needs? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question: (T388)		Impact Explore Magazine - Additional Reading to Support the Essential Question: (T500)	
Engage	Inquiry Project (T380, T484)	Engage	Inquiry Project (T492, T578)
Investigate	People You Should Know (T387)	Investigate	People You Should Know (T499)
Lesson 1	What Makes Democracy Work? (T390)	Lesson 1	How Can Communities Use Their Resources? (T502)
Lesson 2	What are the Different Parts of Government? (T406)	Lesson 2	How Do Businesses and Communities Provide Goods and Services? (T518)
Lesson 3	How Do Communities Need Local Government? (T422)	Lesson 4	What Makes a Community's Economy Change? (T548)
Lesson 4	Why Do We Follow Rules? (T438)	Lesson 5	The IMPACT Today: How Can You Use Money Wisely? (T562)
Lesson 5	How Have Heroes Helped Communities? (T452)	Take Action	Connections in Action (T580)
Lesson 6	The IMPACT Today: How Can You Help Build Strong Communities? (T468)		
Take Action	Connections in Action (T486)		

Quarter 4	
GESD Resource: Impact Social Studies Explore Arizona Essential Question: How did People, Places, and Events Shape the State of Arizona? Length of Study: 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Engage	People You Should Know
Investigate	Arizona's First Peoples Other Early Cultures Spanish Exploration of Arizona Spanish Missions Bring Native Revolts The Arizona Territory The New State of Arizona The Growth of Arizona Industries Arizona Today
Report	Report your Findings Take Action
Additional Lesson	Primary vs Secondary Sources

3rd Grade Standards with Imact Social Studies	Q1		Q2		Q3		Q4
	Chap 1	Chap 2	Chap 3	Chap 4	Chap 5	Chap 6	Arizona
DISCIPLINARY SKILLS AND PROCESSES							
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.							
3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.				★			★
3.SP1.2 Compare life in specific historical time periods to life today.		★	★	★	★	★	★
3.SP1.3 Generate questions about individuals and groups who have impacted history.							★
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions from a given event since there are multiple points of view about events and issues.							
3.SP2.1 Explain why individuals and groups have different points of view on the same event.		★	★	★	★		★
Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.							
3.SP3.1 Develop questions about Arizona history, geography, government, and economics.		★			★		★
3.SP3.2 Distinguish between primary and secondary sources.							★
3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.				★			★
3.SP3.4 Compare information provided by various sources about Arizona.				★			★
3.SP3.5 Generate questions about multiple historical sources.							★
3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.	★	★	★	★	★	★	★
3.SP3.7 Present summaries of arguments and explanations using print, oral , and digital technologies.	★	★	★			★	★
Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.							
3.SP4.1 Explain probable causes and effects of events.	★	★		★	★		★
3.SP4.2 Summarize the central claim in a secondary source.		★		★	★		★
CIVICS							
Civic virtues and democratic principles are key components of the American political system.							

3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona. <ul style="list-style-type: none"> Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government 		★			★	★	★
3.C1.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.		★					
An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.							
3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments <ul style="list-style-type: none"> Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments. understanding the services provided by tribal governments, their organization, and how leaders are chosen 					★	★	
3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.		★			★	★	
ECONOMICS							
A financially literate individual understands how to manage income, spending, and investment.							
3.E1.1 Describe and discuss industries and occupations that have shaped Arizona. <ul style="list-style-type: none"> Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism. 	★			★		★	★
3.E1.2 Identify various forms of earning income in the state of Arizona.	★					★	★
3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.		★	★	★		★	
By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.							
3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.		★		★		★	

3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.	★	★		★			★
GEOGRAPHY							
The use of geographic representations and tools helps individuals understand their world.							
3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. <ul style="list-style-type: none"> Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures 	★	★				★	★
Human-environment interactions are essential aspects of human life in all societies.							
3.G2.1 Explain how people modify and adapt to the Arizona environment. <ul style="list-style-type: none"> Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources. 	★	★		★			★
Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.							
3.G3.1 Describe the movement of people in and out of Arizona over time. <ul style="list-style-type: none"> Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns 				★			★
Global interconnections and spatial patterns are a necessary part of geographical reasoning.							
G4.1 Describe how Arizona has changed over time. <ul style="list-style-type: none"> Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals. 	★			★			★
HISTORY							
The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.							
3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations. <ul style="list-style-type: none"> Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers Key events include but are not limited to statehood, Influential individuals and groups in the history and development of Arizona 		★	★		★		★
Cycles of conflict and cooperation have shaped relations among people, places, and environments.							

3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history. ● Key concepts include but are not limited to conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations				★			★
3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history.		★			★		★
Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.							
3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. ● Key concepts such as but not limited to, women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers	★			★	★		★
3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.				★			★

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
3.SP1.1, 3.SP1.2, 3.SP1.3, 3.SP3.4	3.RL.1 3.RL.2 3.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can demonstrate understanding of a text, recount and paraphrase, and describe the character of Arizona stories. Content Standards to pull from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
3.SP3.1, 3.SP3.2	3.RL.4 3.RL.5	Standard 2	Content Standards to pull literature from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
3.SP1.2, 3.SP2.1	3.RL.6		
	3.RL.7	Standard 1	
3.SP1.1, 3.SP1.2, 3.SP3.3, 3.SP3.4, 3.SP3.5,	3.RL.9		Content Standards to pull literature from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
	3.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature. Any work of literature that has a social studies focus meets this standard.
3.SP1.1, 3.SP1.2	3.RI.1, 3.RI.2, 3.RI.3	Standard 1	Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
	3.RI.4	Standard 2	
	3.RI.5		Content Standards to pull informational texts from include the following: 3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2
3.SP1.2, 3.SP2.1	3.RI.6		
3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1	3.RI.7	Standard 1	
	3.RI.8	Standard 8	
3.SP3.5, 3.SP3.4, 3.SP3.3, 3.SP2.1	3.RI.9		
3.C1.1, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.2, 3.H3.1	3.RI.10		
3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2,	3.W.1	Standards 4, 8, 9	
3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2	3.W.2, 3.W.3 3.W.4 3.W.5 3.W.6 3.W.7, 3.W.8 3.W.10	Standards 2, 3 Standard 5 Standard 6 Standard 7	Use the content standards for civics, economics, geography, and history to write opinion pieces, explanatory texts, and narratives. With guidance, students use those same content standards to write research and present their findings.
3.C1.1, 3.C1.2, 3.C3.1, 3.C3.2, 3.E1.1, 3.E1.2, 3.E1.3, 3.E2.1, 3.E2.2, 3.G1.1, 3.G2.1, 3.G3.1, 3.G4.1, 3.H1.1, 3.H2.1, 3.H2.2, 3.H3.1, 3.H3.2	3.SL.1 3.SL.2 3.SL.3 3.SL.4 3.SL.5 3.SL.6	Standards 6, 9 Standard 1 Standards 8, 9 Standards 3, 4, 7 Standard 5	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied.
	3.L.1, 3.L.2, 3.L.3	Standard 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	3.L.4, 3.L.5	Standard 2	
	3.L.6	Standards 3, 4, 5	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	<i>C2: Citizens have individual rights, roles, and responsibilities.</i>	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	<i>E3: Individuals and institutions are interdependent within market systems.</i> <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	<i>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</i>	<i>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	<i>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i>