

| WORLD HISTORY & GEOGRAPHY  |  |  |           |           |
|--|--|--|-----------|-----------|
| GEOGRAPHY  |  | Weeks 1-3  | Weeks 4-6 | Weeks 7-9 |
| <b>WH-1A. Spatial Sense</b><br>(Working with maps, globes, & other geographic tools) | <ul style="list-style-type: none"> <li>Name your continent, country, state, and community.</li> <li>Understand that maps have keys or legends with symbols and their uses.</li> <li>Find directions on a map: east, west, north, south.</li> <li>Identify major oceans: Pacific, Atlantic, Indian, Arctic.</li> <li>The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.</li> <li>Locate: Canada, United States, Mexico, Central America.</li> <li>Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.</li> <li>Measure straight-line distances using a bar scale.</li> <li>Use an atlas and, if available, on-line sources to find geographic information.</li> </ul> |  |           |           |
| <b>WH-1B. Geographical Terms &amp; Features</b>                                      | Be able to describe and identify the following: <ul style="list-style-type: none"> <li>Introduced in grades 1 &amp; 2:               <ul style="list-style-type: none"> <li>Peninsula / Harbor / Bay / Island</li> <li>Coast / Valley / Prairie / Desert / Oasis</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>New in grade 3:               <ul style="list-style-type: none"> <li>Boundary</li> <li>Channel</li> <li>Delta</li> <li>Isthmus</li> <li>Plateau</li> <li>Reservoir</li> <li>Strait</li> </ul> </li> </ul> |           |           |
| <b>WH-1C. Canada</b>   | <b>CANADA</b> <ul style="list-style-type: none"> <li>Locate in relation to United States</li> <li>French and British heritage, French-speaking Quebec</li> <li>Rocky Mountains</li> <li>Hudson Bay, St. Lawrence River, Yukon River</li> <li>Divided into provinces</li> <li>Major cities, including Montreal, Quebec, Toronto</li> </ul>  |  |           |           |
| <b>WH-1D. Important Rivers</b>   | <b>IMPORTANT RIVERS OF THE WORLD</b> <ul style="list-style-type: none"> <li>Terms: source, mouth, tributary, drainage basin</li> <li>Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus</li> <li>Africa: Nile, Niger, Congo</li> <li>South America: Amazon, Parana, Orinoco</li> <li>North America: Mississippi and major tributaries, Mackenzie, Yukon</li> <li>Australia: Murray-Darling</li> <li>Europe: Volga, Danube, Rhine</li> </ul>   |  |           |           |

| ANCIENT ROME                   |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
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| WH-2A.<br>Mediterranean Region | <p>GEOGRAPHY OF MEDITERRANEAN REGION</p> <ul style="list-style-type: none"> <li>○ Mediterranean Sea, Aegean Sea, Adriatic Sea</li> <li>○ Greece, Italy (peninsula), France, Spain</li> <li>○ Strait of Gibraltar, Atlantic Ocean</li> <li>○ North Africa, Asia Minor (peninsula), Turkey</li> <li>○ Bosphorus (strait), Black Sea, Istanbul (Constantinople)</li> <li>○ Red Sea, Persian Gulf, Indian Ocean</li> </ul>  |           |           |           |
| WH-2B. Background              | <p>BACKGROUND</p> <ul style="list-style-type: none"> <li>○ Define B.C. / A.D and B.C.E. / C.E.</li> <li>○ The legend of Romulus and Remus</li> <li>○ Latin as the language of Rome</li> <li>○ Worship of gods and goddesses, largely based on Greek religion</li> <li>○ The Republic: Senate, Patricians, Plebeians</li> <li>○ Punic Wars: Carthage, Hannibal</li> </ul>  |           |           |           |
| WH-2C. Roman Empire            | <p>THE EMPIRE</p> <ul style="list-style-type: none"> <li>○ Julius Caesar <ul style="list-style-type: none"> <li>● Defeats Pompey in civil war, becomes dictator</li> <li>● “Veni, vidi, vici” (“I came, I saw, I conquered)</li> <li>● Cleopatra of Egypt</li> <li>● Caesar assassination in the Senate, Brutus</li> </ul> </li> <li>○ Augustus Caesar</li> <li>○ Life in the Roman Empire <ul style="list-style-type: none"> <li>● The Forum: temples, marketplaces, etc.</li> <li>● The Colosseum: circuses, gladiator combat, chariot races</li> <li>● Roads, bridges, and aqueducts</li> </ul> </li> <li>○ Eruption of Mt. Vesuvius, destruction of Pompeii</li> <li>○ Persecution of Christians</li> </ul> |           |           |           |
| WH-2D.<br>Decline & Fall       | <p>THE “DECLINE AND FALL” OF ROME</p> <ul style="list-style-type: none"> <li>○ Weak and corrupt emperors, legend of Nero fiddling as Rome burns</li> <li>○ Civil wars</li> <li>○ City of Rome sacked</li> </ul>   |           |           |           |
| WH-2E. Byzantine Civilization  | <p>THE EASTERN ROMAN EMPIRE: BYZANTINE CIVILIZATION</p> <ul style="list-style-type: none"> <li>○ The rise of the Eastern Roman Empire, known as the Byzantine Empire</li> <li>○ Constantine, first Christian emperor</li> <li>○ Constantinople (now called Istanbul) merges diverse influences and cultures</li> <li>○ Justinian, Justinian’s Code</li> </ul>   |           |           |           |

| THE VIKINGS                             |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
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| WH-3. Vikings                           | <ul style="list-style-type: none"> <li>From area now called Scandinavia (Sweden, Denmark, Norway)</li> <li>Also called Norsemen, they were skilled sailors and shipbuilders.</li> <li>Traders, and sometimes raiders of the European coast</li> <li>Eric the Red and Leif Ericson (Leif “the Lucky”)</li> <li>Earliest Europeans (long before Columbus) we know of to come to North America               <ul style="list-style-type: none"> <li>Locate: Greenland, Canada, Newfoundland</li> </ul> </li> </ul>   |           |           |           |
| AMERICAN HISTORY & GEOGRAPHY            |   |           |           |           |
| THE EARLIEST AMERICANS                  |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| AH-1A. Land Bridge                      | <p>CROSSING THE LAND BRIDGE</p> <ul style="list-style-type: none"> <li>During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:               <ul style="list-style-type: none"> <li>Inuits (Eskimos)</li> <li>Anasazi, pueblo builders and cliff dwellers</li> <li>Mound builders</li> </ul> </li> </ul>                                   |           |           |           |
| AH-1B. Native Americans                 | <p>NATIVE AMERICANS</p> <ul style="list-style-type: none"> <li>In the Southwest               <ul style="list-style-type: none"> <li>Pueblos (Hopi, Zuni)</li> <li>Dine (Navajo)</li> <li>Apaches</li> </ul> </li> <li>Eastern “Woodland” Indians               <ul style="list-style-type: none"> <li>Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem</li> <li>Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy)</li> </ul> </li> </ul> |           |           |           |
| EARLY EXPLORATION OF NORTH AMERICA      |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| AH-2A. Spanish Exploration & Settlement | <p>EARLY SPANISH EXPLORATION AND SETTLEMENT</p> <ul style="list-style-type: none"> <li>Settlement of Florida</li> <li>Ponce de Leon, legend of the Fountain of Youth</li> <li>Hernando de Soto</li> <li>Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)</li> <li>Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River</li> </ul>   |           |           |           |

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| AH-2B. American Southwest  | <p>EXPLORATION AND SETTLEMENT OF THE AMERICAN SOUTHWEST</p> <ul style="list-style-type: none"> <li>○ Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California</li> <li>○ Coronado and the legend of the “Seven Cities of Cibola” (of Gold)</li> <li>○ Geography: Grand Canyon and Rio Grande</li> <li>○ Conflicts with Pueblo Indians</li> </ul>  |                  |                  |                  |
| AH-2C. Northwest Passage   | <p>THE SEARCH FOR THE NORTHWEST PASSAGE</p> <ul style="list-style-type: none"> <li>○ Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including: <ul style="list-style-type: none"> <li>● John Cabot: Newfoundland</li> <li>● Champlain: “New France” and Quebec</li> <li>● Henry Hudson: the Hudson River</li> </ul> </li> <li>○ Geography <ul style="list-style-type: none"> <li>● “New France” and Quebec</li> <li>● Canada, St. Lawrence River</li> <li>● The Great Lakes: Superior, Michigan, Huron, Erie, Ontario</li> </ul> </li> </ul>   |                  |                  |                  |
| <b>THE THIRTEEN COLONIES: LIFE &amp; TIMES BEFORE THE REVOLUTION</b> |  | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| AH-3A. Geography   | <p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ The thirteen colonies by region: New England, Middle Atlantic, Southern</li> <li>○ Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)</li> <li>○ Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston</li> </ul>  |                  |                  |                  |
| AH-3C. New England Colonies  | <p>NEW ENGLAND COLONIES</p> <ul style="list-style-type: none"> <li>○ New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island</li> <li>○ Gradual development of maritime economy: fishing and shipbuilding</li> <li>○ Massachusetts <ul style="list-style-type: none"> <li>● Colonists seeking religious freedom: in England, an official “established” church (the Church of England), which did not allow people to worship as they chose</li> <li>● The Pilgrims <ul style="list-style-type: none"> <li>▪ From England to Holland to Massachusetts</li> <li>▪ 1620: Voyage of the Mayflower</li> <li>▪ Significance of the Mayflower Compact</li> <li>▪ Plymouth, William Bradford</li> <li>▪ Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)</li> </ul> </li> <li>● The Puritans <ul style="list-style-type: none"> <li>▪ Mass. Bay Colony, Gov. John Winthrop: “We shall be as a city upon a hill.”</li> <li>▪ Emphasis on reading and education, the <i>New England Primer</i></li> </ul> </li> </ul> </li> <li>○ Rhode Island <ul style="list-style-type: none"> <li>● Roger Williams: belief in religious toleration</li> <li>● Anne Hutchinson</li> </ul> </li> </ul> |                  |                  |                  |

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| AH-3B. Southern Colonies        | <p><b>SOUTHERN COLONIES</b></p> <ul style="list-style-type: none"> <li>○ Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia</li> <li>○ Virginia <ul style="list-style-type: none"> <li>● Chesapeake Bay, James River</li> <li>● 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches</li> <li>● Establishment of Jamestown, first continuous English colony in the New World</li> <li>● Trade with Powhatan Indians (see also Eastern “Woodland” Indians, above)</li> <li>● John Smith</li> <li>● Pocahontas, marriage to John Rolfe</li> <li>● Diseases kill many people, both colonists and Indians</li> <li>● The Starving Time</li> <li>● Clashes between American Indians and English colonists</li> <li>● Development of tobacco as a cash crop, development of plantations</li> <li>● 1619: slaves brought to Virginia</li> </ul> </li> <li>○ Maryland <ul style="list-style-type: none"> <li>● A colony established mainly for Catholics</li> <li>● Lord Baltimore</li> </ul> </li> <li>○ South Carolina <ul style="list-style-type: none"> <li>● Charleston</li> <li>● Plantations (rice, indigo) and slave labor</li> </ul> </li> <li>○ Georgia <ul style="list-style-type: none"> <li>● James Oglethorpe’s plan to establish a colony for English debtors</li> </ul> </li> <li>○ Slavery in the Southern colonies <ul style="list-style-type: none"> <li>● Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)</li> <li>● The difference between indentured servant and slaves: slaves as property</li> <li>● The Middle Passage</li> </ul> </li> </ul> |  |  |  |
| AH-3D. Middle Atlantic Colonies | <p><b>MIDDLE ATLANTIC COLONIES</b></p> <ul style="list-style-type: none"> <li>○ Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania</li> <li>○ New York <ul style="list-style-type: none"> <li>● Dutch settlements and trading posts in “New Netherland”</li> <li>● Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City)</li> <li>● English take over from the Dutch, and rename the colony New York</li> </ul> </li> <li>○ Pennsylvania <ul style="list-style-type: none"> <li>● William Penn</li> <li>● Society of Friends, “Quakers”</li> <li>● Philadelphia</li> </ul> </li> </ul>  |  |  |  |

| CONVENTIONS OF STANDARD ENGLISH   |  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
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| <p><b>Language Standard 1:</b><br/>                     Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>  | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function on nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., <i>childhood</i>).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Produce simple, compound, and complex sentences.</li> </ol> |           |           |           |
| <p><b>Language Standard 2:</b><br/>                     Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>  | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue,</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>   |           |           |           |
| KNOWLEDGE OF LANGUAGE   |  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| <p><b>Language Standard 3:</b><br/>                     Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrase for effect.*</li> <li>Recognize and observe differences between the conventions of spoken and written standard English.</li> </ol>  |           |           |           |

| VOCABULARY ACQUISITION AND USE   |  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
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| <p><b>Language Standard 4:</b><br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>   | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to the known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the root (e.g., <i>company, companion</i>).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol> |           |           |           |
| <p><b>Language Standard 5:</b><br/>Demonstrate understanding of word relationships and nuances in word meanings.</p>   | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ol>  |           |           |           |
| <p><b>Language Standard 6:</b><br/>Acquire &amp; use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, &amp; listening at the college /career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.</p> | <p>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., <i>After dinner that night, we went looking for them</i>).</p>  |           |           |           |

| OPERATIONS & ALGEBRAIC THINKING (3.OA)  |    | Weeks 1-3  | Weeks 4-6 | Weeks 7-9 |
|---|----|--|-----------|-----------|
| Represent and solve problems involving multiplication and division.                               | 1. | Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .  |           |           |
|   | 2. | Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .   |           |           |
|   | 3. | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurements quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  |           |           |
|   | 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 $8 \times \square = 48$ , $5 = \square \div 3$ , $6 \times 6 = \square$ .  |           |           |
| Understand properties of multiplication and the relationship between multiplication and division. | 5. | Apply properties of operations as strategies to multiply and divide. Examples: if $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) |           |           |
|   | 6. | Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.  |           |           |
| Multiply and divide within 100.   | 7. | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.   |           |           |

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| Math Cluster | <b>Grade 3 MATH: Content Map</b><br>Quarter 1 2 3 4 Teacher: _____ | Content<br><i>(Specific text, chapter, lesson, activity, etc.)</i> |
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| Solve problems involving four operations, identify and explain patterns in arithmetic.        | 8.  | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.                           |           |           |           |
|   | 9.  | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |           |           |           |
| <b>NUMBERS &amp; OPERATIONS IN BASE TEN</b> (3.NBT)   |     |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| Use place value understanding and properties of operations to perform multi-digit arithmetic. | 1.  | Use place value understanding to round whole numbers to the nearest 10 or 100.  |           |           |           |
|   | 2.  | Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties or operations, and /or the relationship between addition and subtraction.  |           |           |           |
|   | 3.  | Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.   |           |           |           |
| <b>NUMBERS &amp; OPERATIONS: FRACTIONS</b> (3.NF)<br>Denominators: 2, 3, 4, 6, 8              |     |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| Develop understanding of fractions as numbers.  | 1.  | Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .  |           |           |           |
|   | 2.  | Understand a fraction as a number line diagram.   |           |           |           |
|   | 2a. | Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based on 0 locates the number $1/b$ on the number line.       |           |           |           |
|   | 2b. | Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.  |           |           |           |

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| Develop understanding of fractions as numbers (continued).<br>Grade 3: Denominators of 2, 3, 4, 6, 8 | 3.  | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.   |  |  |  |
|  | 3a. | Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.   |  |  |  |
|  | 3b. | Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.   |  |  |  |
|  | 3c. | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i>   |  |  |  |
|  | 3d. | Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. |  |  |  |

| MEASUREMENT & DATA (3.MD)  |     | Weeks 1-3   | Weeks 4-6 | Weeks 7-9 |
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| Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | 1.  | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.   |           |           |
|  | 2.  | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. |           |           |
| Represent and interpret data.  | 3.  | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve on- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>                                |           |           |
|  | 4.  | Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.  |           |           |
| Geometric measurement: Understand concepts of area and relate to multiplication and addition.                    | 5.  | Recognize area as an attribute of plane figures and understand concepts of area measurements.   |           |           |
|  | 5a. | 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.   |           |           |
|  | 5b. | 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.   |           |           |

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| Geometric measurement: Understand concepts of area and relate to multiplication and addition (continued).            | 6.  | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  |  |  |  |
|  | 7.  | Relate area to the operations of multiplication and addition.  |  |  |  |
|  | 7a. | 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 multiply the side lengths.   |  |  |  |
|  | 7b. | 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.   |  |  |  |
|  | 7c. | Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.  |  |  |  |
|  | 7d. | Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas to the non-overlapping parts, applying this technique to solve real world problems.   |  |  |  |
| Geometric Measurement:<br>Recognize perimeter as attribute of plane figures; distinguish b/t linear & area measures. | 8.  | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |  |  |  |

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|--------------|--|--|
| Math Cluster | <b>Grade 3 MATH: Content Map</b><br>Quarter 1 2 3 4 Teacher: _____ | Content<br><i>(Specific text, chapter, lesson, activity, etc.)</i> |
|--------------|--|--|

| GEOMETRY (3.G)                           |    | Weeks 1-3  | Weeks 4-6 | Weeks 7-9 |
|--|----|--|-----------|-----------|
| Reason with shapes and their attributes. | 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. |           |           |
|  | 2. | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>   |           |           |

**NOTES related to strategies/activities to support mathematical practices:**

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Mathematical Practices</b><br><i>Applicable to Math K-12</i> | <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> |  |  |  |
|---|--|--|--|--|

| KEY IDEAS & DETAILS   |               | Weeks 1-3  | Weeks 4-6 | Weeks 7-9 |
|---|---------------|--|-----------|-----------|
| <b>Reading Standard 1:</b><br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Literature    | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |           |           |
|   | Informational | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |           |           |
| <b>Reading Standard 2:</b><br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | Literature    | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.                 |           |           |
|   | Informational | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |           |           |
| <b>Reading Standard 3:</b><br>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  | Literature    | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  |           |           |
|   | Informational | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |           |           |
| CRAFT & STRUCTURE   |               | Weeks 1-3  | Weeks 4-6 | Weeks 7-9 |
| <b>Reading Standard 4:</b><br>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.         | Literature    | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.   |           |           |
|   | Informational | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   |           |           |

|   |               |   |                  |                  |                  |
|---|---------------|---|------------------|------------------|------------------|
| <b>Reading Standard 5:</b><br>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. | Literature    | 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. |                  |                  |                  |
|   | Informational | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   |                  |                  |                  |
| <b>Reading Standard 6:</b><br>Assess how point of view or purpose shapes the content and style of a text.   | Literature    | Distinguish their own point of view from that of the narrator or those of the characters.   |                  |                  |                  |
|   | Informational | Distinguish their own point of view from that of the author of a text.  |                  |                  |                  |
| <b>Integration of Knowledge and Ideas</b>   |               |   | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| <b>Reading Standard 7:</b><br>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*   | Literature    | 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).                   |                  |                  |                  |
|   | Informational | 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).           |                  |                  |                  |
| <b>Reading Standard 8:</b><br>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                          | Lit           | (Not applicable to literature)  |                  |                  |                  |
|   | Informational | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   |                  |                  |                  |

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|---|---------------|---|-----------|-----------|-----------|
| <b>Reading Standard 9:</b><br>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | Literature    | 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).   |           |           |           |
|   | Informational | Compare and contrast the most important points and key details presented in two texts on the same topic.  |           |           |           |
| Range of Reading and Level of Text Complexity   |               |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| <b>Reading Standard 10:</b><br>Read and comprehend complex literary and informational texts independently and proficiently.   | Literature    | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.                                 |           |           |           |
|   | Informational | By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |           |           |           |
| FOUNDATIONAL SKILLS   |               |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| <b>Phonics &amp; Word Recognition</b>   | 3.            | Know and apply grade-level phonics and word analysis skills in decoding words.  |           |           |           |
|   | 3a.           | Identify and know the meaning of the most common prefixes and derivational suffixes.  |           |           |           |
|   | 3b.           | Decode words with common Latin suffixes.  |           |           |           |

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| Phonics & Word Recognition<br>(continued) | 3c. | Decode multi-syllable words.  |  |  |  |
|   | 3d. | Read grade-appropriate irregularly spelled words.   |  |  |  |
| Fluency                                   | 4.  | Read with sufficient accuracy and fluency to support comprehension.   |  |  |  |
|   | 4a. | Read on-level text with purpose and understanding.  |  |  |  |
|   | 4b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |
|   | 4c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.            |  |  |  |

| INTRODUCTION TO CLASSIFICATION OF ANIMALS |  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|---|--|-----------|-----------|-----------|
| 1. Classification of Animals              | Scientists classify animals according to the characteristics they share, for example: <ul style="list-style-type: none"> <li>○ Cold-blooded or warm-blooded</li> <li>○ Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbones or internal skeletons)</li> </ul>   |           |           |           |
|   | Different classes of vertebrates   |           |           |           |
|   | Become familiar with examples of animals in each class and basic characteristics of each class, such as: <ul style="list-style-type: none"> <li>○ Fish: aquatic animals, breathe through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body</li> <li>○ Amphibians: live part of their lives in water and part on land, have gills when young, later develop lungs, cold-blooded, usually moist skin</li> <li>○ Reptiles: hatch from eggs, cold blooded, have dry, thick, scaly skin</li> <li>○ Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on own (though some, like baby chickens and quail, can search for food a few hours after hatching)</li> </ul> |           |           |           |
| THE HUMAN BODY                            |  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| 2A. Muscular System                       | Muscles <ul style="list-style-type: none"> <li>○ Involuntary and voluntary muscles</li> </ul>  |           |           |           |
| 2B. Skeletal System                       | Skeleton, bones, marrow  |           |           |           |
|   | Musculo-skeletal connections <ul style="list-style-type: none"> <li>○ Ligaments / Tendons, Achilles tendon / Cartilage</li> </ul>  |           |           |           |
|   | Skull, cranium   |           |           |           |
|   | Spinal column, vertebrae   |           |           |           |
|   | Joints   |           |           |           |
|   | Ribs, rib cage, sternum  |           |           |           |
|   | Scapula (shoulder blades), pelvis, tibia, fibula   |           |           |           |
|   | Broken bones, x-rays   |           |           |           |
| 2C. Nervous System                        | Brain: medulla, cerebellum, cerebrum, cerebral cortex  |           |           |           |
|   | Spinal cord  |           |           |           |
|   | Nerves   |           |           |           |
|   | Reflexes   |           |           |           |
| 2D. Vision: How Eye Works                 | Parts of the eye: cornea, iris and pupil, lens, retina   |           |           |           |
|   | Optic nerve  |           |           |           |
|   | Farsighted and nearsighted   |           |           |           |
| 2E. Hearing: How Ear Works                | Sound as vibration   |           |           |           |
|   | Outer ear, ear canal   |           |           |           |
|   | Eardrum  |           |           |           |
|   | Three tiny bones (hammer, anvil, and stirrup) pass vibrations to the cochlea   |           |           |           |
|   | Auditory nerve   |           |           |           |

3rd

Grade 3 SCIENCE: Content Map  
 Quarter 1 2 3 4 Teacher: \_\_\_\_\_

Content  
 (Specific text, chapter, lesson, etc.)

| LIGHT & OPTICS   |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|--|---|-----------|-----------|-----------|
| Through experimentation and observation, introduce students to basic physical phenomena of light, with associated vocabulary.  |   |           |           |           |
| 3. Light & Optics  | The speed of light: light travels at an amazingly high speed.   |           |           |           |
|  | Light travels in straight lines (as can be demonstrated by forming shadows).  |           |           |           |
|  | Transparent and opaque objects  |           |           |           |
|  | Reflection  |           |           |           |
|  | Mirrors: plane, concave, convex   |           |           |           |
|  | Uses of mirrors in telescopes and some microscopes  |           |           |           |
| SOUND  |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| Through experimentation and observation, introduce students to basic physical phenomena of sound, with associated vocabulary.  |   |           |           |           |
| 4. Sound   | Sound is caused by an object vibrating rapidly.   |           |           |           |
|  | Sounds travel through solids, liquids, and gases.   |           |           |           |
|  | Sound waves are much slower than light waves.   |           |           |           |
|  | Qualities of sound <ul style="list-style-type: none"> <li>o Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower pitch</li> <li>o Intensity: loudness and quietness</li> </ul> |           |           |           |
|  | Human voice <ul style="list-style-type: none"> <li>o Larynx (voice box)</li> <li>o Vibrating vocal cords: loner, thicker vocal cords create lower, deeper voices</li> </ul>                               |           |           |           |
|  | Sound and how the human ear works   |           |           |           |
|  | Protecting your hearing   |           |           |           |
| ECOLOGY  |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| Some topics here, such as habitats, were introduced in first grade. In Grade 3, develop in more detail and explore new topics. |   |           |           |           |
| 5. Ecology   | Habitats, interdependence of organisms and their environment  |           |           |           |
|  | The concept of a "balance of nature" (constantly changing, not a static condition)  |           |           |           |
|  | The food chain: producers, consumers, decomposers   |           |           |           |
|  | Ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.), and by man-made changes  |           |           |           |

|                            |   |                  |                  |                  |
|----------------------------|---|------------------|------------------|------------------|
|                            | <p>Man-made threats to the environment</p> <ul style="list-style-type: none"> <li>○ Air pollution: emissions, smog</li> <li>○ Water pollution: industrial waste, run-off from farming</li> </ul> <p>Measures we can take to protect the environment (for example, conservation, recycling)</p>                  |                  |                  |                  |
| <b>ASTRONOMY</b>           |   | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| <b>6. Astronomy</b>        | The "Big Bang"  |                  |                  |                  |
|                            | The universe: an extent almost beyond imagining   |                  |                  |                  |
|                            | Galaxies: Milky Way and Andromeda   |                  |                  |                  |
|                            | Our solar system <ul style="list-style-type: none"> <li>○ Sun: source of energy (heat and light)</li> <li>○ The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto</li> </ul>   |                  |                  |                  |
|                            | Planetary motion: orbit and rotation <ul style="list-style-type: none"> <li>○ How day and night on earth are caused by the earth's rotation</li> <li>○ Sunrise in the east and sunset in the west</li> <li>○ How the seasons are caused by the earth' orbit around the sun, tilt of the earth's axis</li> </ul> |                  |                  |                  |
|                            | Gravity, gravitational pull <ul style="list-style-type: none"> <li>○ Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on earth</li> <li>○ Gravitational pull of "black holes" prevents even light from escaping</li> </ul>   |                  |                  |                  |
|                            | Asteroids, meteors ("shooting stars"), comets, Halley's Comet   |                  |                  |                  |
|                            | How an eclipse happens  |                  |                  |                  |
|                            | Stars and constellations  |                  |                  |                  |
|                            | Orienteering (finding your way) by using North Star, Big Dipper   |                  |                  |                  |
|                            | Exploration of space <ul style="list-style-type: none"> <li>○ Observation through telescopes</li> <li>○ Rockets and satellites: from unmanned to manned flights</li> <li>○ Apollo 11, fist landing on the moon: "One small step for a man, one giant leap for mankind"</li> <li>○ Space shuttle</li> </ul>      |                  |                  |                  |
| <b>SCIENCE BIOGRAPHIES</b> |   | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| <b>6. Biographies</b>      | <ul style="list-style-type: none"> <li>○ Alexander Graham Bell (Sound)</li> <li>○ Copernicus (Astronomy)</li> <li>○ Mae Jemison (Exploration of Space)</li> <li>○ John Muir (Ecology)</li> </ul>  |                  |                  |                  |

| COMPREHENSION AND COLLABORATION  |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|--|---|-----------|-----------|-----------|
| <p><b>Standard 1:</b><br/>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>   | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain own ideas and understanding in light of the discussion.</li> </ol> |           |           |           |
| <p><b>Standard 2:</b><br/>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>   | <p>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.</p>  |           |           |           |
| <p><b>Standard 3:</b><br/>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>   | <p>Ask and answer questions about information from a speaker, offering appropriate elaboration detail.</p>  |           |           |           |
| PRESENTATION OF KNOWLEDGE AND IDEAS  |   | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
| <p><b>Standard 4:</b><br/>Present info, findings, and supporting evidence so listeners can follow the line of reasoning &amp; organization, development, &amp; style are appropriate to task, purpose, &amp; audience.</p> | <p>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><b>Standard 5:</b><br/>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>   | <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>  |           |           |           |
| <p><b>Standard 6:</b><br/>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>  | <p>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>  |           |           |           |

| TEXT TYPES AND PURPOSES  |  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 |
|--|--|-----------|-----------|-----------|
| <b>Writing Standard 1:</b><br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   | Write <b>opinion pieces</b> on topics or texts, supporting a point of view with reasons.   |           |           |           |
|  | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |           |           |           |
|  | Provide reasons that support the opinion.  |           |           |           |
|  | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.                     |           |           |           |
|  | Provide a concluding statement or section.   |           |           |           |
| <b>Writing Standard 2:</b><br>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Write <b>informative/explanatory</b> texts to examine a topic and convey ideas and information clearly.                          |           |           |           |
|  | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.             |           |           |           |
|  | Develop the topic with facts, definitions, and details.  |           |           |           |
|  | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.           |           |           |           |
|  | Provide a concluding statement or section.   |           |           |           |

|   |   |                  |                  |                  |
|---|---|------------------|------------------|------------------|
| <b>Writing Standard 3:</b><br>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |                  |                  |                  |
|   | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  |                  |                  |                  |
|   | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |                  |                  |                  |
|   | Use temporal words and phrases to signal event order.   |                  |                  |                  |
|   | Provide a sense of closure.   |                  |                  |                  |
| <b>PRODUCTION AND DISTRIBUTION OF WRITING</b>   |   | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| <b>Writing Standard 4:</b><br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                    | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.<br><i>(GSEs for writing types defined in standards 1-3 above.)</i>  |                  |                  |                  |
| <b>Writing Standard 5:</b><br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br><br>(Editing for <b>conventions</b> should demonstrate command of <u>Language Standards 1-3 up to and including grade 3</u> ). |                  |                  |                  |

|                                  |   |  |  |  |
|----------------------------------|---|--|--|--|
| College & Career Ready Standards | <b>GRADE 3 WRITING: Content Map</b><br>Quarter 1 2 3 4 Teacher: _____ | Content<br><i>(Specific text, chapter, lesson, etc.)</i> |  |  |
|----------------------------------|---|--|--|--|

|  |  |                  |                  |                  |
|--|--|------------------|------------------|------------------|
| <b>Writing Standard 6:</b><br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  | 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.  |                  |                  |                  |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>   |  | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| <b>Writing Standard 7:</b><br>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  | Conduct short research projects that build knowledge about a topic.  |                  |                  |                  |
| <b>Writing Standard 8:</b><br>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                  | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  |                  |                  |                  |
| <b>Writing Standard 9:</b><br>Begins in Grade 4  | <b>Writing C&amp;CR Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (GSEs begin at Grade 4)  |                  |                  |                  |
| <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>   |  | <b>Weeks 1-3</b> | <b>Weeks 4-6</b> | <b>Weeks 7-9</b> |
| <b>Writing Standard 10:</b><br>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 tasks, purposes, and audiences. | 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. |                  |                  |                  |