

## Grade 3 Units at a Glance 2020-2021: Priority Standards Focus

Subject	September	October	November	December	January	February	March	April	May	June
<p style="text-align: center;"><b>Literacy</b></p> <p>*The areas of priority learning for ELA do not include every standard but instead represent key standards teachers should attend to when assessing unfinished learning and addressing it in the context of rich, culturally responsive grade-level work.</p>	<p><b>Unit 1 Keeping it “Real” Reading Non-Fiction</b> Anchor Texts Junior Great Books Nonfiction Inquiry Grade 3</p> <ul style="list-style-type: none"> <li>• <b>Essential Question</b> – How do real readers practice reading strategies to monitor their comprehension?</li> <li>• Readers understand that real reading involves monitoring comprehension through the use of reading strategies.</li> <li>• Readers will learn comprehension strategies to make meaning from text, determining main ideas and supporting details, visualizing, making connections, sequencing, comparing and contrasting, identifying causes and effects, and inferring.</li> <li>• <b>Essential Question</b> – How do writers formulate a constructed response?</li> <li>• Writers understand that writing a constructed response requires a specific structure.</li> <li>• Writers will write a constructed response that includes a topic sentence, developing details, linking words, and a concluding statement.</li> </ul> <p><b>Portfolio Piece:</b> Compare &amp; Contrast Paragraph</p> <p><b>Performance Task:</b> Constructed Response: Compare &amp; Contrast Paragraph based on “Weird and Wonderful Lizards”</p> <p><b>Reading Target Standard:</b> R1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Writing Target Standard:</b> W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization. This may include personal, cultural, textual, and thematic connections.</p> <p>* W1, W7, L1, L2</p>	<p><b>Unit 2 Inquiring Minds Want to Know (Junior Great Books Inquiry Method)</b> Anchor Texts – <i>The Banza, The Man Whose Trade Was Tricks, The Fisherman and His Wife, &amp; Ooka and the Honest Thief</i></p> <ul style="list-style-type: none"> <li>• <b>Essential Question</b> - How do readers engage effectively in collaborative discussions building on others' ideas and expressing their own clearly?</li> <li>• Readers ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• Readers will use text based evidence to draw conclusions about the characters in literary texts.</li> <li>• <b>Essential Question</b> - How do writers create an organization structure that lists reasons?</li> <li>• Writers understand that opinion writing supports a point of view with reasons.</li> <li>• Writers will support a point of view with reasons and evidence.</li> </ul> <p><b>Portfolio Piece:</b> Opinion Constructed Response: The Man Whose Trade was Tricks</p> <p><b>Performance Task:</b> The Fisherman and his Wife Task</p> <p><b>Reading Target Standard:</b> R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Writing Target Standard:</b> W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. This may include personal, cultural, textual, and thematic connections</p> <p>*R1, R7, R8, L1, L2, SL1, S2, S3</p>	<p><b>Unit 3 What's the Story? (ReadyGen Unit 1 Module A)</b> Anchor Text – <i>The Case of the Gasping Garbage, Thunder Cake</i></p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How do readers understand and explain characters' actions in stories?</li> <li>• Readers understand characters' motivations and actions in stories.</li> <li>• Readers will be able to show how a character's motivations affect the sequence of events of a story.</li> <li>• <b>Essential Question:</b> How do writers use specific sensory details, dialogue, and description to advance the sequence of events in a story?</li> <li>• Writers understand that characters' actions impact the sequence of events in a story.</li> <li>• Writers will be able to use character's dialogue, feelings, and sensory details to explain the sequence of events in a story and lead to a solution.</li> </ul> <p><b>Portfolio Piece:</b> Narrative-The Mysterious Door</p> <p><b>Performance Task:</b> The Case of the Gasping Garbage Task</p> <p><b>Reading Target Standard:</b> R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Writing Target Standard:</b> W3 Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences. Narratives may include personal, cultural, textual, and thematic connections.</p> <p>* R4, L1, L2, L6, S1</p>	<p><b>Unit 4 Dare to Compare (Nonfiction Research)</b> Anchor Texts – <i>Various teacher and student selected books and internet resources about various animals</i></p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How do authors use compare and contrast to help readers understand information?</li> <li>• Readers understand main ideas by looking closely at the facts and details used to support them.</li> <li>• Readers will be able to identify comparisons, contrasts, and changes over time by closely reading sentences, paragraphs, and text features across texts about the same topic..</li> <li>• <b>Essential Question:</b> How do writers compare and contrast informative text?</li> <li>• Writers understand how to convey information about main ideas and details through text features and illustrations.</li> <li>• Writers will be able to use research-based facts and text features to convey main ideas and details about a topic.</li> </ul> <p><b>Performance Task:</b> Essay Comparing and Contrasting Animals</p> <p><b>Reading Target Standard:</b> R7&amp;8 Integrate and evaluate content presented in texts, diverse media and formats including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>Writing Target Standard:</b> W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization. This may include personal, cultural, textual, and thematic connections.</p> <p>*W7, R1, R4, L1, L2, L4, L6</p>						

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<p><b>Math</b></p> <p>*The areas of priority learning for mathematics do not include every standard but instead represent key standards teachers should attend to when assessing unfinished learning and addressing it in the context of rich, culturally responsive grade-level work.</p>	<p style="text-align: center;"><b>Understand Multiplication Facts &amp; Strategies</b></p> <p><b>Envision Math:</b> Topics 1, 3 and 4 <b>Domains:</b> Operations &amp; Algebraic Thinking, Number and Operations</p> <p><b>Essential Questions:</b> How can you use multiplication and division to find how many in all; what strategies can you use to multiply; and how can we use properties to solve multiplication and division problems?</p> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Count equal groups</li> <li>• Relate addition &amp; multiplication</li> <li>• Skip count on a number line</li> <li>• Model with bar models</li> <li>• Model with arrays</li> <li>• Commutative property of multiplication</li> <li>• Multiply with factors from 2-10</li> <li>• Divide by 0 - 10</li> <li>• Understand division as an unknown factor problem</li> </ul> <p><b>Portfolio Piece:</b> Multiplication- Using Multiplication Strategies <b>Performance Task:</b> Multiplication – The Bake Sale</p> <p><b>Standards:</b> NY-3.OA.1-4, NY-3.OA.5&amp;6</p>	<p style="text-align: center;"><b>Understand Multiplication and Division Facts &amp; Strategies</b></p> <p><b>Envision Math:</b> Topics 2 and 5 <b>Domains:</b> Operations &amp; Algebraic Thinking, Number and Operations</p> <p><b>Essential Questions:</b> How can you develop fluency with multiplication and division by comparing a variety of solution strategies; how can we solve two-step word problems with whole number; how can you represent problems using equations or expressions with a letter representing the unknown quantity; and how can you analyze, make sense of situations presented in word problems and persevere in solving them?</p> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Relate addition &amp; multiplication</li> <li>• Relate subtraction and division</li> <li>• Relate multiplication and division</li> <li>• Write related facts</li> <li>• Problem solving – model multiplication and division</li> <li>• Distributive property of multiplication</li> <li>• Describe patterns in multiplication and division</li> <li>• Find unknown factors in equations</li> <li>• Problem solving - 2-step problems</li> <li>• Order of operation</li> </ul> <p><b>Portfolio Piece:</b> TBD <b>Performance Task:</b> Multiplication &amp; Division- At the Farm Stand</p> <p><b>Standards:</b> NY-3.OA.7, NY-3.OA.5&amp;6, NY-3.OA.1-4</p>	<p style="text-align: center;"><b>Addition and Subtraction within 1,000</b></p> <p><b>Envision Math:</b> Topics 8 and 9 <b>Domain:</b> Operations and Algebraic Thinking <b>Number &amp; Operations</b></p> <p><b>Essential Question:</b> How can you solve two-step word problems with whole numbers and having whole-number answers using the four operations; and how can you add and subtract whole numbers and decide if an answer is reasonable?</p> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Algebra numbers and patterns</li> <li>• Use properties to add</li> <li>• Use strategies to add</li> <li>• Use place value to add</li> <li>• Use place value to subtract</li> <li>• Combine place values to subtract</li> <li>• Solve problems using addition and subtraction</li> </ul> <p><b>Performance Task:</b> Addition &amp; Subtraction – Alberto's Collection</p> <p><b>Standards:</b> NY-3.OA.8</p>	<p style="text-align: center;"><b>Understand and Compare Fractions</b></p> <p><b>Envision Math:</b> Topics 12 and 13 <b>Domain:</b> Number &amp; Operations – Fractions</p> <p><b>Essential Questions:</b> How can you use fractions to describe how much or how many; and how can you compare fractions?</p> <p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Equal parts of a whole</li> <li>• Equal shares</li> <li>• Unit fractions of a whole</li> <li>• Fractions of a whole</li> <li>• Fractions on a number line</li> <li>• Relate fractions and whole numbers</li> <li>• Fractions of a group</li> <li>• Find part of a group using unit fractions</li> <li>• Problem solving – find the whole group using unit fractions</li> <li>• Compare fractions</li> <li>• Compare fractions with the same denominator</li> <li>• Compare fractions with the same numerator</li> <li>• Model equivalent fractions</li> </ul> <p><b>Portfolio Piece:</b> Solving Fractional Problems</p> <p><b>Standards:</b> NY-3.NF.1-3</p>
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<p><b>Social Studies</b></p>	<p><b>Introduction to World Geography and World Communities</b></p> <p><b>Anchor Text: Passport to Social Studies: Intro to World Geography and World Communities</b></p> <ul style="list-style-type: none"> <li>• <b>Essential Question</b> – Why does geography matter?</li> <li>• Students will understand that the geographic regions have unifying characteristics and can be studied using a variety of tools.</li> <li>• Students will use geographic tools to describe the locations of communities of the world.</li> </ul> <p><b>Standards: SS.3.1, SS. 3.2, SS.3.3, SS3.4, SS.3.5, SS.3.8</b></p>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How do culture, geography, and history shape a community</li> <li>• What do people of different cultures do, create value and believe?</li> </ul> <p><b>China</b></p> <p><b>Anchor Text: Passport to Social Studies: People's Republic of China Case Study</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will understand rich cultural traditions that are passed down from generation to generation in a variety of ways.</li> <li>• Students will recognize that communities use human and natural resources in different ways.</li> <li>• Students will explore the culture of different China.</li> <li>• Students will recognize that all peoples have beliefs, religion, and traditions.</li> <li>• Students will understand that all people provide for their needs in a variety of ways (food &amp; clothing).</li> </ul> <p><b>Standards: SS.3.2, SS3.3, SS.3.4 SS.3.5, SS.3.6, SS. 3.7.</b></p>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How do culture, geography, and history shape a community?</li> <li>• What do people of different cultures do, create value and believe?</li> </ul> <p><b>Nigeria</b></p> <p><b>Anchor Text: Passport to Social Studies: People's Republic of China Case Study</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will understand rich cultural traditions that are passed down from generation to generation in a variety of ways.</li> <li>• Students will recognize that communities use human and natural resources in different ways.</li> <li>• Students will explore the culture of different Nigeria</li> <li>• Students will recognize that all peoples have beliefs, religion, and traditions.</li> <li>• Students will understand that all people provide for their needs in a variety of ways (food &amp; clothing).</li> </ul> <p><b>Standards: SS.3.2, SS3.3, SS.3.4 SS.3.5, SS.3.6, SS. 3.7.</b></p>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How do culture, geography, and history shape a community?</li> <li>• What do people of different cultures do, create value and believe?</li> </ul> <p><b>Peru</b></p> <p><b>Anchor Text: Passport to Social Studies: Passport to Social Studies: Peru Case Study</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will understand rich cultural traditions that are passed down from generation to generation in a variety of ways.</li> <li>• Students will recognize that communities use human and natural resources in different ways.</li> <li>• Students will explore the culture of different Peru.</li> <li>• Students will recognize that all peoples have beliefs, religion, and traditions.</li> <li>• Students will understand that all peoples provide for their needs in a variety of ways (food &amp; clothing).</li> </ul> <p><b>Standards: SS.3.2, SS3.3, SS.3.4 SS.3.5, SS.3.6, SS. 3.7.</b></p>