

### 3<sup>rd</sup> Grade Long Range Plans 2017-2018

	1 <sup>st</sup> 6 Weeks	2 <sup>nd</sup> 6 Weeks	3 <sup>rd</sup> 6 Weeks	4 <sup>th</sup> 6 Weeks	5 <sup>th</sup> 6 Weeks	6 <sup>th</sup> 6 Weeks
<b>Approximate Dates</b>	Aug. 17 - Sept. 30	Oct. 3 - Nov. 11	Nov. 14 - Dec. 21	Jan. 5 - Feb. 17	Feb. 20 - Mar. 31	Apr. 3 - May 24
<b>ELA</b>						
<b>Math</b>	<b>Chapters 1,2,3</b> Understand Multiplication and Division of Whole Numbers; Multiplication Facts: Use Patterns; Apply Properties; Multiplication Facts for 3,4,6,7 & 8.	<b>Chapters 3,4,5</b> Apply Properties; Multiplication Facts for 3,4,6,7 & 8; Use Multiplication Facts to Divide; Fluently Multiply and Divide within 100	<b>Chapters 6,7,8</b> Connect Area to Multiplication and Addition; Represent and Interpret Data; Review Topic 8	<b>Chapters 9, 10, 11</b> Fluently Add and Subtract within 1,000; Multiply by Multiples of 10; Start Topic 11	<b>Chapters 11, 12, 13</b> Use Operations with Whole Numbers to Solve Problems; Understand Fractions as Numbers; Fraction Equivalence and Comparison	<b>Chapters 14,15,16</b> Solve Time, Capacity and Mass Problems; Attributes of 2-dimensional Shapes; Solve Perimeter Problems
<b>Science</b>	<b>Energy</b>	<b>Motion and Force</b>	<b>Electricity</b>	<b>Environmental Change/ Change Over Time</b>	<b>Organisms: Structure and Function</b>	<b>Food Web</b>
<b>Social Studies</b>	<b>Culture (Immigration)</b>	<b>Explorers</b>	<b>Inventions</b>	<b>Local Government</b>	<b>Economics</b>	<b>U.S. Regions</b>

ELA	1 <sup>st</sup> 6 Weeks	2 <sup>nd</sup> 6 Weeks
	<p><b>Unit 1</b></p> <p><b>RI/RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>RL.3.3:</b> Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>R.L.3.7:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).</p> <p><b>L.3.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.1(a):</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L.3.1(i):</b> Produce simple, compound, and complex sentences.</p> <p><b>L.3.2(a):</b> Capitalize appropriate words in titles.</p> <p><b>L.3.5(b):</b> Identify real-life connections between words and their use (describe people who are friendly and helpful). (character traits)</p> <p><b>L.3.2(b):</b> Use commas in addresses</p> <p><b>L.3.4(a):</b> Use sentence -level context as a clue to determine the meaning of a word or phrase.</p> <p><b>W.3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Use COPS) (Bio-poem-relate to character traits)</p> <p><b>SL.3.1:</b> Engage effectively in a range or 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><b>SL.3.1(b):</b> Followed agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion)</p> <p><b>SL.3.1(c):</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>SL.3.1(d):</b> Explain their own ideas and understanding in light of the discussion.</p> <p> </p> <p>*Additional standards may be addressed.</p>	<p><b>Unit 2</b></p> <p><b>RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>R.I.3.5:</b> Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7:</b> Use information gained from illustrations (e.g., maps [and] photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>L.3.1(a):</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L.3.1(b):</b> form and use regular and irregular plural nouns</p> <p><b>L.3.1(c):</b> use abstract nouns (childhood)</p> <p><b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.2(a):</b> Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension (in informative text)</p> <p><b>W.3.2(b):</b> Develop the topic with facts, definitions, and details (in informative text)</p> <p><b>W.3.2(c):</b> Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information in an informative text</p> <p><b>W.3.2(d):</b> Provide a concluding statement or section (in an informative text)</p> <p><b>W.3.6:</b> 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.</p> <p><b>W 3.7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8:</b> Recall information from experiences or gather information from digital print and sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>SL3.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.3.1 (a):</b> 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.</p> <p><b>SL 3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.4</b> 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> </p> <p>*Additional standards may be addressed.</p>
<p><b>Standards ongoing all year:</b></p>	<p><b>SL.3.1(b):</b> Followed agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion)</p> <p><b>SL.3.1(c):</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>SL.3.1(d):</b> Explain their own ideas and understanding in light of the discussion</p> <p><b>SL.3.2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and oral</p> <p><b>SL.3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.3.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2(e):</b> Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (sitting, smiled, cries, happiness)</p>	

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**L.3.2(f):** Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words  
**L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (after dinner that night we went looking for them)  
**RI/RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.3.3(c):** Decode multi-syllable words  
**RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.  
**RF.3.4(a):** Read on-level text with purpose and understanding

ELA

3<sup>rd</sup> 6 Weeks

Unit 3

**RL.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**RL.3.4:** Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
**RL.3.6:** Distinguish their own point of view from that of the narrator or those of the characters.  
**RL.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (ex- in books from series).  
**RF 3.4(b):** Read on-level prose and poetry orally with accuracy, [at the] appropriate rate, and [with] expression on successive readings.  
**RF.3.4(c):** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**RF.3.3(d):** Read grade appropriate irregularly spelled words  
**W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons  
**W.3.1(a):** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (opinion piece)  
**W.3.1(b):** Provide reasons that support the opinion. (Opinion piece)  
**W.3.1(c):** use linking words and phrases (because, therefore, since, for example) to connect opinion and reasons. (Opinion piece)  
**W.3.1(d):** Provide a concluding statement or section (Opinion piece)  
**RF.3.3(a):** Identify and know the meaning of the most common prefixes and derivational suffixes.  
**RF.3.3(b):** decode words with common Latin suffixes.  
**L.3.1(h):** Use coordinating and subordinating conjunctions.  
**L.3.1(i):** Produce simple, compound, and complex sentences.  
**L.3.2(f):** Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words.  
**L 3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  
**L.3.4(b):** Determine the meaning of the new word formed when a known affix is added to a known word.  
**L.3.4(c):** Use a known root word as a clue to the meaning of an unknown word with the same root (company, companion)  
**L.3.5:** Demonstrate understanding of word relationships and nuances in word meanings.  
**L.3.5(a):** Distinguish the literal or nonliteral meaning of words and phrases in context (take steps)

4<sup>th</sup> 6 Weeks

Unit 4

**RL.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (ex- in books from series).  
**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.  
**RI.3.6:** Distinguish their own point of view from that of the author of the text  
**RI 3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence)  
**W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
**W.3.3(a):** establish a situation and introduce a narrator and/or characters: organize an event sequence that unfolds naturally (in a narrative).  
**W.3.3(b):** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  
**W.3.3(c):** Use temporal words and phrases to signal event order.  
**W.3.3(d):** Provide a sense of closure.  
**L.3.1(d):** form and use regular and irregular verbs  
**L.3.1(e):** form and use simple verb tenses (I walked, I walk, I will walk).  
**L.3.1(f):** Ensure subject-verb and pronoun-antecedent agreement.  
**L.3.1(g):** form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  
**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**L.3.2(c):** Use commas and quotation marks in dialogue.  
**L.3.2(g):** consult reference materials, including beginning dictionaries, as needed to check and correct spelling

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**L.3.5.(c):distinguish shades of meaning among related words that describe states of mind or degrees of certainty (knew, believed, suspected, heard, wondered)**

**SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**

\*Additional standards may be addressed.

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Ongoing  
all year:

**SL.3.1(b):** Followed agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion)

**SL.3.1(d):** Explain their own ideas and understanding in light of the discussion

**SL.3.2:**Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally

**L.3.2(e):** Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (sitting, smiled, cries, happiness)

**L.3.2(f):** Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words

**L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (after dinner that night we went looking for them)

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**RF.3.3(c):** Decode multi-syllable words

**RF.3.4(a):** Read on-level text with purpose and understanding

ELA	5 <sup>th</sup> 6 Weeks	6 <sup>th</sup> 6 Weeks
	<p><b>Unit 5 –</b></p> <p><b>RI.3.3:</b> 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><b>RI 3.4:</b> 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><b>R.I.3.5:</b> Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7:</b> Use information gained from illustrations (e.g., maps [and] photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic (Sharks)</p> <p><b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.2(a):</b> Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension (in informative text)</p> <p><b>W.3.2(b):</b> Develop the topic with facts, definitions, and details (in informative text)</p> <p><b>W.3.2(c):</b> Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information in an informative text</p> <p><b>W.3.2(d):</b> Provide a concluding statement or section (in an informative text)</p> <p><b>W.3.5:</b> 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)</p> <p><b>W.3.6:</b> 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.</p> <p><b>W.3.7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from digital print and sources; take brief</p>	<p><b>Unit 6 –</b></p> <p><b>RI.3.10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>RL.3.10:</b> 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.</p> <p><b>RF.3.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.3.4(c):</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>RL.3.6:</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>SL.3.1:</b> Engage effectively in a range of collaborative discussion (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><b>SL.3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.3.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>L.3.3(b):</b> Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><b>W.3.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p> </p> <p>*Additional standards may be addressed.</p>

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notes on sources and sort evidence into provided categories.

**SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.**

**SL.3.4 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.**

**L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.3.3 (a):choose words and phrases for effect**

**L.3.3(b): Recognize and observe differences between the conventions of spoken and written standard English.**

**L 3.4(d): Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

\*Additional standards may be addressed.

Standards ongoing all year:

**SL.3.1(b): Followed agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion)**

**SL.3.1(d): Explain their own ideas and understanding in light of the discussion**

**SL.3.2:Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally**

**L.3.2(e): Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (sitting, smiled, cries, happiness)**

**L.3.2(f): Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words**

**L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (after dinner that night we went looking for them)**

**RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**

**RF.3.3(c): Decode multi-syllable words**

**RF.3.4(a): Read on-level text with purpose and understanding**

Math	1 <sup>st</sup> 6 Weeks	2 <sup>nd</sup> 6 Weeks	3 <sup>rd</sup> 6 Weeks
	Topic 1: Understand Multiplication and Division of Whole Numbers; Topic 2: Multiplication Facts: Use Patterns; Topic 3: Apply Properties; Multiplication Facts for 3,4,6,7 & 8.	Topic 3: Apply Properties; Multiplication Facts for 3,4,6,7 & 8; Topic 4: Use Multiplication Facts to Divide; Division Facts Topic 5: Fluently Multiply and Divide within 100	Topic 6: Connect Area to Multiplication and Addition; Topic 7: Represent and Interpret Data; Review Topic 8

Core Standards  
Target Concepts

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**3.OA.B5** Apply properties of operations as strategies to multiply and divide.

**3.OA.B6** Understand division as an unknown-factor problem.

**3.OA.B5** Apply properties of operations as strategies to multiply and divide.

**3.OA.B6** Understand division as an unknown-factor problem.

**3.OA.C7** 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.

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

**3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.

**3.MD.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.

**3.MD.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.)

**3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

**3.MD.7a** Find the area of a rectangle with whole numbers side lengths by tiling it and showing the area is the same as would be found by multiplying the side lengths.

**3.MD.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.

**3.MD.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

**3.MD.7d** Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.)

**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**3.NBT.3** Multiply one-digit whole numbers in multiples of 10 in the range 10 - 90 (eg.  $9 \times 80$ ,  $5 \times 60$ ,) using strategies based on place value and properties of operations.



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Math	4 <sup>th</sup> 6 Weeks	5 <sup>th</sup> 6 Weeks	6 <sup>th</sup> 6 Weeks
	Topic 9: Fluently Add and Subtract within 1,000; Topic 10: Multiply by Multiples of 10; Start Topic 11	Topic 11: Use Operations with Whole Numbers to Solve Problems; Topic 12: Understand Fractions as Numbers; Topic 13: Fraction Equivalence and Comparison	Topic 14: Solve Time, Capacity and Mass Problems; Topic 15: Attributes of 2-dimensional Shapes; Topic 16: Solve Perimeter Problems

Core Standards  
Target Concepts

**NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.  
**3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  
**3.NBT.3** Multiply one-digit whole numbers in multiples of 10 in the range 10 - 90 (eg.  $9 \times 80$ ,  $5 \times 60$ .) using strategies based on place value and properties of operations.  
**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  
**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**3.NF.1** Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .  
**3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.  
**3.NF.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 at 0 locates the number  $1/b$  on the number line.  
**3.NF.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 its endpoint locates the number  $a/b$  on the number line.)  
**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  
**3.NF.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  
**3.NF.3b** Recognize and generate simple equivalent fractions, (e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ). Explain why the fractions are equivalent,  
**3.NF.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.  
**3.NF.3d** Compare 2 fractions with the same num. or the same den. by reasoning about their size. Recognize that comparisons are valid only when the 2 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.)  
**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  
**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**3.MD.1** Tell/write time to the nearest minute and measure in intervals of minutes. Solve word problems involving  $+/-$  of time intervals in minutes, e.g., by representing the problem on a number line diagram.  
**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.  
**3.MD.4** Generate measurement data by measuring lengths using rulers marked with  $1/2$  and  $1/4$  of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units.  
**3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  
**3.G.2** Partition shapes into parts w/equal areas. Express the area of each part as unit fraction of the whole.  
**3.MD.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Resources  
Assessment  
Diverse  
Learners

Envision, Response to Intervention, STAR Math, Compass Odyssey modeling, Dreambox, supplemental resources  
 Envision, Quick Checks, Response to Intervention, STAR Math, teacher observation, notes, short answer, formative and summative assessments  
 Response to Intervention, extended time, adapted tests, scribes, readers, differentiated instruction, flexible leveled math groups

Science	1 <sup>st</sup> 6 Weeks	2 <sup>nd</sup> 6 Weeks	3 <sup>rd</sup> 6 Weeks
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Content Target Concepts</b></p>	<p><b>Unit 1 - Energy</b></p> <p><b>SC-P-MF-U-4</b> Students will understand that vibration is a type of motion that is responsible for making sound.</p> <p><b>SC-P-MF-S-5</b> Students will explore differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sound)</p> <p><b>SC-P-MF-S-8</b> Students will ask questions about sound and use a variety of print and non-print sources to gather and synthesize information</p> <p><b>SC-P-ET-U-1</b> Students will understand that energy makes things move, grow or work. Everything that changes uses energy to make those changes happen. Sometimes evidence of these changes can be seen, but not always.</p> <p><b>SC-P-ET-S-1</b> Students will identify examples and sources of energy</p> <p><b>SC-P-ET-U-4</b> Students will understand that light can be observed to determine how it travels and how it interacts with different materials (e.g. reflects, is absorbed, passes through).</p> <p><b>SC-EP-4.6.4</b> Students will describe light as traveling in a straight line until it strikes an object.</p>	<p><b>Unit 2 – Motion and Force</b></p> <p><b>SC-EP-1.2.2</b> Students will describe the change in position over time (motion) of an object.</p> <p><b>SC-EP-1.2.3</b> Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls.</p> <p><b>SC-P-MF-S-2</b> Students will observe and describe (e.g., using words, pictures, graphs) the change in position over time (motion) of an object</p> <p><b>SC-P-MF-S-3</b> Students will make qualitative (e.g., hard, soft, fast, slow) descriptions of pushes/pulls and motion</p> <p><b>SC-P-MF-S-4</b> Students will use tools (e.g., timer, meter stick, balance) to collect data about the position and motion of objects in order to predict changes resulting from pushes and pulls</p> <p><b>SC-P-MF-U-3</b> Students will understand that the position of an object can be described by locating it relative to another object or the background.</p> <p><b>SC-P-MF-U-2</b> Students will understand that forces (pushes or pulls) can cause objects to start moving, go faster, slow down, or change the direction they are going.</p>	<p><b>Unit 3 - Electricity</b></p> <p><b>SC-P-ET-U-5</b> Students will understand that electricity can only flow when it has a closed path (circuit) to follow. Closed electric circuits can produce light and sound.</p> <p><b>SC-P-ET-S-5</b> Students will demonstrate open and closed circuits using batteries, bulbs and wires and analyze models of basic electrical circuits in order to determine whether a simple circuit is open or closed.</p> <p><b>SC-P-ET-S-7</b> Students will explore a variety of models (e.g., food chains, webs, circuit diagrams) to infer whether the representation is complete or only part of the actual event/object</p> <p><b>SC-EP-4.6.3</b> Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed.</p>
	<p><b>Resources</b></p> <p><b>Assessment</b></p> <p><b>Diverse Learners</b></p>	<p>Explore Science series, Mailbox Science lessons, picture books, modeling resources, supplemental resources</p> <p>Teacher observation and questioning, notes, unit tests, open response, formative and summative assessments</p> <p>Hands-on experiments and activities, extended time, adapted tests, scribes, readers, materials on tape, leveled readers</p>	

New Haven Elementary

Science	4 <sup>th</sup> 6 Weeks	5 <sup>th</sup> 6 Weeks	6 <sup>th</sup> 6 Weeks	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Content Target Concepts</b></p>	<p>Unit 4 – Environmental Change/Change Over Time</p>	<p>Unit 5 – Organisms: Structure and Function</p>	<p>Unit 6 – Food Web</p>	
	<p><b>SC-EP-2.3.2</b> Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.</p> <p><b>SC-P-BC-S-4</b> Students will investigate and describe occurrences in the environment that illustrate change (e.g., erosion, earthquakes, weather phenomena, human intrusion)</p> <p><b>SC-P-EU-U-2</b> Students will understand that some events in nature have a repeating pattern. Weather changes from day to day, but things such as temperature or precipitation tend to be similar (high, med., low) in the same months every year.</p> <p><b>SC-P-EU-S-3</b> Students will observe weather conditions and record weather data over time using appropriate tools (e.g., thermometer, wind vane, rain gauge, etc.)</p> <p><b>SC-P-EU-S-4</b> Students will use weather data to describe weather conditions and make simple predictions based on patterns observed (e.g., daily, weekly, seasonal patterns)</p> <p><b>SC-P-BC-U-3</b> Students will understand that some changes are so slow or so fast that they are hard to see.</p> <p><b>SC-P-BC-U-4</b> Students understand things change in some ways &amp; stay the same in some ways.</p> <p><b>SC-EP-2.3.1</b> Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties.</p>	<p><b>SC-EP-3.4.1</b> Students will explain the basic needs of organisms.</p> <p><b>SC-EP-3.4.2</b> Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics</p> <p><b>SC-EP-3.4.3</b> Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival.</p> <p><b>SC-EP-3.4.4</b> Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism.</p> <p><b>SC-P-UD-U-1</b> Students will understand that most living things need water, food and air, while nonliving things can continue to exist without any requirements.</p> <p><b>SC-P-UD-S-1</b> Students will describe the basic needs of organisms and explain how these survival needs can be met only in certain environments</p> <p><b>SC-P-UD-U-2</b> Students will understand that plants and animals have features that help them live in different environments.</p> <p><b>SC-P-UD-S-2</b> Students will identify the characteristics that define a habitat</p> <p><b>SC-P-UD-S-3</b> Investigate adaptations that enable animals &amp; plants to grow, reproduce &amp; survive</p>	<p><b>SC-EP-4.6.1</b> Students will describe basic relationships of plants and animals in an ecosystem (food chains).</p> <p><b>SC-EP-4.7.1</b> Students will describe the cause and effect relationships existing between organisms and their environments.</p> <p><b>SC-EP-3.4.3</b> Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival.</p> <p><b>SC-P-ET-S-1</b> Students will identify examples and sources of energy</p> <p><b>SC-P-ET-U-1</b> Students will understand that energy makes things move, grow or work. Everything that changes uses energy to make those changes happen. Sometimes evidence of these changes can be seen, but not always.</p> <p><b>SC-P-ET-S-3</b> Students will observe, illustrate and explain basic relationships of plants and animals in an ecosystem (e.g., use simple food chains and webs to explain how plants and animals get food/energy to live and grow)</p> <p><b>SC-P-ET-U-2</b> Students will understand that almost all kinds of food that animals eat can be traced back to plants. Food chains/webs are useful models of these relationships.</p>	
	<p><b>Resources</b></p>	<p>Explore Science series, Mailbox Science lessons, picture books, modeling resources, supplemental resources</p>		
	<p><b>Assessment</b></p>	<p>Teacher observation and questioning, notes, unit tests, open response, formative and summative assessments</p>		
	<p><b>Diverse Learners</b></p>	<p>Hands-on experiments and activities, extended time, adapted tests, scribes, readers, materials on tape, leveled readers</p>		

Social Studies	1 <sup>st</sup> 6 Weeks	2 <sup>nd</sup> 6 Weeks	3 <sup>rd</sup> 6 Weeks
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Content Target Concepts</b></p>	<p><b>Unit 1 – Economics</b></p> <p><b>Academic Expectations</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p><b>Primary Skills and Concepts</b></p> <p><b>Students will</b></p> <ul style="list-style-type: none"> <li>☑ demonstrate (e.g., speak, draw, write) an understanding of the nature of government:                             <ul style="list-style-type: none"> <li>o explain basic functions (to establish order, to provide security and accomplish common goals)</li> <li>o local government</li> <li>o explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)</li> <li>o investigate how the local government pays for services (by collecting taxes from people who live there)</li> <li>o explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community</li> <li>o investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)</li> </ul> </li> <li>☑ explore personal rights and responsibilities:                             <ul style="list-style-type: none"> <li>o explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)</li> <li>o describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news</li> </ul> </li> <li>☑ use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)</li> </ul>	<p><b>Unit 2 – Geography</b></p> <p><b>Academic Expectations</b></p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Primary Skills and Concepts</b></p> <p><b>Students will</b></p> <ul style="list-style-type: none"> <li>☑ develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):                             <ul style="list-style-type: none"> <li>o locate and describe familiar places at school and the community</li> <li>o create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)</li> <li>o identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)</li> </ul> </li> <li>☑ investigate the Earth’s surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):                             <ul style="list-style-type: none"> <li>o locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)</li> <li>o identify and explain patterns of human settlement in different places</li> </ul> </li> <li>☑ compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)</li> <li>☑ recognize how technology helps people move, settle, and interact in the world</li> </ul>	<p><b>Unit 3 - Historical Perspective</b></p> <p><b>Academic Expectations</b></p> <p>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Primary Skills and Concepts</b></p> <p><b>Students will</b></p> <ul style="list-style-type: none"> <li>☑ develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):                             <ul style="list-style-type: none"> <li>o examine the past (of selves and the community)</li> <li>o distinguish among past, present and future people, places, events</li> <li>o explain why people move and settle in different places; explore the contributions of diverse groups</li> </ul> </li> <li>☑ use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):                             <ul style="list-style-type: none"> <li>o investigate and give examples of factual and fictional accounts of historical events</li> <li>o explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)</li> </ul> </li> <li>☑ investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song “My Country, ‘Tis of Thee,” the Fourth of July, Veterans’ Day, the Statue of Liberty)</li> </ul>
	<p>Junior Achievement, Mailbox Social Studies lessons, Role-Playing activity units, picture books, modeling resources, supplemental resources</p>		
<p><b>Resources Assessment</b></p>	<p>Teacher observation and questioning, notes, unit tests, open response, formative and summative assessments</p>		

**Diverse  
Learners**

Hands-on experiments and activities, extended time, adapted tests, scribes, readers, materials on tape, leveled readers

Social Studies	4 <sup>th</sup> 6 Weeks	5 <sup>th</sup> 6 Weeks	6 <sup>th</sup> 6 Weeks
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Content Target Concepts</b></p>	<p><b>Unit 4 – Cultures and Societies</b></p> <p><b>Academic Expectations</b>                      2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.                      2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p><b>Primary Skills and Concepts</b>                      Students will</p> <ul style="list-style-type: none"> <li>☑ develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):                             <ul style="list-style-type: none"> <li>o locate and describe familiar places at school and the community</li> <li>o create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)</li> <li>o identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)</li> </ul> </li> <li>☑ investigate the Earth’s surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):                             <ul style="list-style-type: none"> <li>o locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)</li> <li>o identify and explain patterns of human settlement in different places</li> </ul> </li> <li>☑ compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)</li> <li>☑ recognize how technology helps people move, settle, and interact in the world</li> </ul>	<p><b>Unit 5 - Government and Civics</b></p> <p><b>Academic Expectations</b>                      2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.                      2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy</p> <p><b>Primary Skills and Concepts</b>                      Students will</p> <ul style="list-style-type: none"> <li>☑ demonstrate (e.g., speak, draw, write) an understanding of the nature of government:                             <ul style="list-style-type: none"> <li>o explain basic functions (to establish order, to provide security and accomplish common goals) of local government</li> <li>o explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)</li> <li>o investigate how the local government pays for services (by collecting taxes from people who live there)</li> <li>o explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community</li> <li>o investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)</li> </ul> </li> <li>☑ explore personal rights and responsibilities:                             <ul style="list-style-type: none"> <li>o explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)</li> <li>o describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news</li> </ul> </li> <li>☑ use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)</li> </ul>	<p><b>Unit 6 – End of the Year</b></p>
	<p><b>Resources</b> Harcourt Social Studies series, Junior Achievement, Mailbox Social Studies lessons, Role-Playing activity units, picture books, modeling resources, supplemental resources</p>		

New Haven Elementary

<b>Assessment Diverse Learners</b>	Teacher observation and questioning, notes, unit tests, open response, formative and summative assessments
	Hands-on experiments and activities, extended time, adapted tests, scribes, readers, materials on tape, leveled readers