

GRADE LEVEL

<i>Reporting Period #1</i>	August 26-October 16
Reading & Writing	
<p>Standard: Writing</p> <p>CCSS.ELA-LITERACY.W.3.1 WRITE OPINION PIECES ON TOPICS OR TEXTS, SUPPORTING A POINT OF VIEW WITH REASONS.</p> <p>CCSS.ELA-LITERACY.W.3.1.A INTRODUCE THE TOPIC OR TEXT THEY ARE WRITING ABOUT, STATE AN OPINION, AND CREATE AN ORGANIZATIONAL STRUCTURE THAT LISTS REASONS.</p> <p>CCSS.ELA-LITERACY.W.3.1.B PROVIDE REASONS THAT SUPPORT THE OPINION.</p> <p>CCSS.ELA-LITERACY.W.3.1.C USE LINKING WORDS AND PHRASES (E.G., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.D PROVIDE A CONCLUDING STATEMENT OR SECTION.</p> <p>** 1 Paragraph **</p>	
Math	
<p>Standard: Number & Operations in Base Ten</p> <p>CCSS.MATH.CONTENT.3.NBT.A.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.</p>	
<i>Reporting Period #2</i>	October 21-December 17
Reading & Writing	
<p>Standard: Writing</p> <p>CCSS.ELA-LITERACY.W.3.2 WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE A TOPIC AND CONVEY IDEAS AND INFORMATION CLEARLY.</p> <p>CCSS.ELA-LITERACY.W.3.2.A INTRODUCE A TOPIC AND GROUP RELATED INFORMATION TOGETHER; INCLUDE ILLUSTRATIONS WHEN USEFUL TO AIDING COMPREHENSION.</p>	

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CCSS.ELA-LITERACY.W.3.2.B

DEVELOP THE TOPIC WITH FACTS, DEFINITIONS, AND DETAILS.

CCSS.ELA-LITERACY.W.3.2.C

USE LINKING WORDS AND PHRASES (E.G., *also, another, and, more, but*) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

PROVIDE A CONCLUDING STATEMENT OR SECTION.

**** 2 paragraphs****

Math

Standard: Operations & Algebraic Thinking

CCSS.MATH.CONTENT.3.OA.A.1

INTERPRET PRODUCTS OF WHOLE NUMBERS, E.G., INTERPRET 5×7 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 5×7 .*

CCSS.MATH.CONTENT.3.OA.A.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 $56 \div 8$.*

Reporting Period #3

January 6-February 18

Reading & Writing

Standard: Writing

CCSS.ELA-LITERACY.W.3.3

WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, DESCRIPTIVE DETAILS, AND CLEAR EVENT SEQUENCES.

CCSS.ELA-LITERACY.W.3.3.A

ESTABLISH A SITUATION AND INTRODUCE A NARRATOR AND/OR CHARACTERS; ORGANIZE AN EVENT SEQUENCE THAT UNFOLDS NATURALLY.

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CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.3.3.C

USE WORDS AND PHRASES TO SIGNAL EVENT ORDER.

CCSS.ELA-LITERACY.W.3.3.D

PROVIDE A SENSE OF CLOSURE.

****3 paragraphs****

Math

Standard: Operations & Algebraic Thinking

CCSS.MATH.CONTENT.3.OA.A.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.

CCSS.MATH.CONTENT.3.OA.D.8

SOLVE TWO-STEP WORD PROBLEMS USING THE FOUR OPERATIONS. REPRESENT THESE PROBLEMS USING EQUATIONS WITH A LETTER STANDING FOR THE UNKNOWN QUANTITY. ASSESS THE REASONABLENESS OF ANSWERS USING MENTAL COMPUTATION AND ESTIMATION STRATEGIES INCLUDING ROUNDING.

Reporting Period #4

February 24-April 21

Reading & Writing

Standard: Writing

CCSS.ELA-LITERACY.W.3.10

WRITE ROUTINELY OVER EXTENDED TIME FRAMES (TIME FOR RESEARCH, REFLECTION, AND REVISION) AND SHORTER TIME FRAMES (A SINGLE SITTING OR A DAY OR TWO) FOR A RANGE OF DISCIPLINE-SPECIFIC TASKS, PURPOSES, AND AUDIENCES.

Math

Standard: Numbers & Operations-Fractions

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CCSS.MATH.CONTENT.3.NF.A.2

UNDERSTAND A FRACTION AS A NUMBER ON THE NUMBER LINE;
REPRESENT FRACTIONS ON A NUMBER LINE DIAGRAM.

CCSS.MATH.CONTENT.3.NF.A.2.A

REPRESENT A FRACTION $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. 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.

CCSS.MATH.CONTENT.3.NF.A.2.B

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.