Elementary Pacing Guides for MAP Preparation

Grade 3-Technology Tools

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STUDY ISLAND & MASTERY CONNECT	ACUITY & Smarter Balance	IXL & PEARSON	ACUITY & Smarter Balance	STUDY ISLAND & MASTERY CONNECT

ELA

RL 3.4 Tell the meaning of words and phrases in a text, noting the differences between literal and non- --literal language. What do you do when you come to words you do not know? (use context) Why did the author choose this word? Does this word have other meanings than the way the author used it?

RL 3.5 Students continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories but also in dramas and poems. Respond to Reading: What does the dialogue for ALL in the story tell the reader about the relationship between the characters at this point in the plot of the drama? Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)?

Vocabulary: RL 3.4 determine, distinguishing, language, literal, meaning, non---literal, pace, phrase(s), text, words **RL 3.5** about, describe, each, fact(s), part(s), scene(s), speaking, stories, text, using

R.L.3.10. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade---by---grade staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

Vocabulary: R.L 3.10 independent reading, level, range, literature, stories, drama, poetry, comprehend, independently, literature, character, plot, setting, author, genre

RI.3.3 Students tell how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect. Can you tell me how these ideas are the same? Can you tell me how they are different?

RI 3.4 Find the meanings of general vocabulary words specific to third grade topics or subjects. What do you do when you come to words you do not know? (glossary, use context)

RI 3.5 Students will continue to use the unique features and organization of informational text (text features and search tools) to find and manage information specific to the topic. What features in the text help you find important information about what you are reading?

RI 3.7 Third grade students must use various media (maps, diagrams, photos, audios) to understand specific information in the text. How does the diagram/image help you understand what you are reading?

Vocabulary: RI 3.3 between, concept(s), describe, historical, language, scientific, sequence(s), series, technical **RI 3.4** academic, determine, grade #, meaning, phrase(s), text, topic **RI 3.5** e.g., efficiently, given, hyperlinks, information, locate, relevant, search, text, tools, use RI 3.7 demonstrate, e.g., event(s), gained, how, illustrations(s), information, key, maps, occur(ed), photographs, text, understanding

R.I.3.10 "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade---by--- grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

Vocabulary: comprehend, technical text, science, social studies, history, level, range, compare, contrast, fiction, nonfiction

RF.3.3 Know and apply grade-level phonics and word analysis in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes

Prefixes: prefixes un-,re-, mis-, dis-, non-, prefixes pre-, mid-, over-, outprefixes re-, un-, dis-, pre
Suffixes: adding –ed, ---ing, ---er, est suffixes –ly, ---ful, ---ness, ---less suffixes –er,---or,---ess,---ist suffixes –y, ---ish, ---hood, ---ment endings –s, ---es, ---ed, ---ing suffixes –er, ---or, ---al, ---less ---ly, ---ful,- --ness,--able endings –es, ---ed, to y

b. Decode words with common Latin suffixes.

Words with: ---tion, ---sion, ---ture, ---y, ---ment, ---ly, ---le, -ist, -or

c. Decodemulti---syllablewords.

Short vowels vc/cv Vowel sounds in out & toy Syllable pattern v/cv & vc/v Compound words Diagraphs sh, th, ph, ch, tch Plurals Vowels with r Syllable pattern VCCCV Syllable pattern CV/VC Vowel sounds in ball More vowel sounds in ball Vowel sounds in tooth & cook Schwa Multisyllabic words Related words

Read grade---appropriate irregularly spelled words.

Vocabulary: decode, phonics, prefix, suffix, syllable, vowels

RF.3.4 a. Read grade—level text with purpose and understanding. Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. When your read with purpose and understanding, on how the selection's meaning as you read.

b. Read grade—level prose and poetry orally with accuracy, appropriate rate, and expression. When you read with accuracy, you read the words in a selection correctly. When you read with appropriate rate, you read the selection quickly, slowly, naturally, or with some combination of the three, depending on what the selection is about. When our read with phrasing, your read the selection with pauses and stops. When you read with expression, you show the tone, or mood, of the selection.

c. Use context to confirm or self—correct word recognition and understanding. Reread the sentence. Read on to see if the author explains the word later. Slow down to see if you missed any important details that give you clues about the word. Sound out the word.

Vocabulary: accuracy, fluency, rate, expression, rereading

W.3.2 Students will understand that authors write to share information. Writing to inform or explain helps readers learn more about a topic or process. Writing that informs or explains presents information about a topic. Good explanatory writing includes, a topic/main idea, facts with definitions and details, linking words and phrases and a concluding statement.

Vocabulary: W 3.2 aiding, comprehension, naturally, organize, related, topic, useful, information, linking, phrase(s), concluding

W.3.4 With assistance, third grade students are expected to produce writing that is clear and understandable to the reader. Type of writing assignment and the writer's designated reason for writing should be reflected in the student's organization and development of topic.

W 3.5. With assistance from adults and peers, students should develop revising and editing skills, (conferences, check sheets, peer editing). In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps).

W 3.6. Students in third grade should not only use technology for producing and publishing writing, but also to collaborate with others. Third grade students are required to use keyboarding skills to publish their writing.

Vocabulary: W 3.4. Planning, revising, editing, publishing W 3.5. develop, strengthen W 3.6. technology, produce, publish, collaborate

SL.3.5 Students in the third grade should also be able to utilize digital media to make engaging audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well---paced reading. Visual displays should be added to illuminate chosen facts or details.

*Use Performance Tasks Activities

Vocabulary: SL 3.5 audio recording, podcast, digital media, speaking, fluent, visual display, voice recorder

<center>**MATH**</center>

3. OA.8 The footnote in this standard states that these problems should be posed only with whole numbers and having whole number answers. Students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.This standard connects to the standard 3.NBT.2. Students are required to add within 1000 and multiply single digit factors less than 100. This standard calls for students to represent problems using equations with a letter to represent unknown quantities. It also refers to estimation strategies, including using compatible numbers (numbers that sum to 10, 50, or 100) or rounding. It is important that students be exposed to multiple problem – solving strategies (using any combination of words, numbers, diagrams, physical objects or symbols) and be able to choose which ones to use. Use of two-step problems involving easy or middle difficulty adding and subtracting within 1,000 or one such adding or subtracting with one step of multiplication or division can help to maintain fluency with addition and subtraction while giving the needed time to the major Grade 3 multiplication and division standards.

Vocabulary: assess, estimation, order, parenthesis, operation, reasonableness, quantity, represent, rounding, unknown, whole numbers

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. 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. 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.

3. NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a.Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b.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. c.Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. 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.

3.NF.1 This standard refers to the equal sharing of a whole being partitioned or split. Fraction models in third grade include area (parts of a whole) models (circles, rectangles, squares) and number lines. In **3.NF.1** students should focus on the concept that a fraction is made up (composed) of many pieces of a unit fraction, which has a numerator of 1. For example, the fraction 3/5 is composed of 3 pieces that each has a size of 1/5. Remember that the footnote states that within this entire domain students should only work with fractions with denominators 2,3,4,6 and 8.

3. NF.2 In this standard, students transfer their understanding of parts of a whole to partition a number line into equal parts. The number line diagram is the first time student's work with a number line for numbers that are between whole numbers (e.g., that ½ is between 0 and 1).

3.NF.2, they should use other representations such as tape diagrams and strips of paper. These, like number line diagrams, can be subdivided, representing an important aspect of fractions. There are two new concepts addressed in this standard which students should have time to develop: 1. **(3.NF2a)** On a number line from 0 to 1, students can partition (divide) it into equal parts and recognize that each segmented part represents the 1.

(3.NF2a) On a number line from 0 to 1, students can partition (divide) it into equal parts and recognize that each segmented part represents the same length.

(3.NF2b) Students label each fractional part based on how far it is from zero to the endpoint.

3.NF.3 This standard calls for students to understand two fractions as equivalent as well as compare fractions.

3. NF.3a and 3.NF.3b These standards call for students to use visual fraction models (area models) and number lines to explore the idea of equivalent fractions. Students should only explore equivalent fractions using models, rather than using algorithms or procedures.

3. NF.3c This standard includes writing whole numbers as fractions. The concept relates to fractions as division problems, where the fraction 3/1 is 3 wholes divided into one group. This standard is the building block for later work where students divide a set of objects into a specific number of groups. Students must understand the meaning of a/1.

3. NF.3d This standard involves comparing fractions with or without visual fraction models including number lines. Experiences should encourage students to reason about the size of pieces, the fact that 1/3 of a cake is larger than ¼ of the same cake. Since the same cake (the whole) is split into equal pieces, thirds are larger than fourths. In this standard, students should also reason that comparisons are only valid if the wholes are identical. For example, ½ of a large pizza is a different amount than ½ of a small pizza. Students should be given opportunities to discuss and reason about which ½ is larger. Students recognize when examining fractions with common denominators, the wholes have been divided into the same number of equal parts. So the fraction with the larger numerator has the larger number of equal parts. 2/6 < 2/5. To compare fractions that have the same numerator but different denominators, students understand that each fraction has the same number of equal parts but the size of the parts are

different. They can infer that the same number of smaller pieces is less than the same number of bigger pieces, 3/8 < 3/4.

Vocabulary: 3.NF.1: fraction, halves, thirds, fourths, fifths, sixths, eighths, tenths, twelfths, unit fraction, whole, numerator, denominator, **3.NF.2** (vocabulary from NF1), partition, number line **3.NF.2a** mixed numbers, whole numbers, benchmark fractions **3.NF.2b** fraction strip, whole **3.NF.3** equivalence, fractions, compare, generate, number line, numerator, denominator, whole, record, results, symbols, **3.NF.3 a.&b**. equivalent fractions, simplest form **3.NF.3 c**. whole numbers, fractions, whole **3.NF.3.d.** compare, common denominator

3. MD.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.

3. MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and twostep "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

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.1 This standard should continue to be practiced through a daily routine. Daily routines could include, but are not limited to, Ten Minute Math, Math Calendar, and/or Problem of the Day.

3. MD.3. In Grade 3, the most important development in data representation for categorical data is that students now draw picture graphs in which each picture represents more than one object, and they draw bar graphs in which the height of a given bar in tick marks must be multiplied by the scale factor in order to yield the number of objects in the given category. (Students should have opportunities reading and solving problems using scaled graphs before being asked to draw one.) These developments connect with the emphasis on multiplication in this grade. At the end of Grade 3, students can draw a scaled picture graph or a scaled bar graph to represent a data set with several categories (six or fewer categories). They can solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (**3.OA.3,3.OA.8**) Even though lots of samples include intervals with landmark numbers such as 2, 5, and 10, on scaled picture graphs, but students should experience different intervals to further develop their understanding of scale graphs and number facts.

3. MD.4 Students in second grade measured length in whole units using both metric and U.S. customary systems. In this standard, it's important to review with students how to read and use a standard ruler including details about halves and quarter marks on the ruler. Students should connect their understanding of fractions to measuring to one-half and one-quarter inch. Third graders need many opportunities measuring the length of various objects in their environment. This standard also provides a context for students to work with fractions by measuring objects to a quarter of an inch.

Vocabulary: 3.MD.1: time, nearest minute, measure, intervals, hour hand, minute hand, represent, line diagram, analog, digital, clock face, Seconds, 3.MD.3: Draw, scaled, pictograph, bar graph, represent, data, categories, key, scale 3.MD.4 Generate, measurement, data, lengths, rulers, halves, fourths, inch, line plot, horizontal scale

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.1: In this standard students conceptualize that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides. Students should be encouraged to provide details and use proper vocabulary when describing the attributes of quadrilaterals. They sort geometric figures and identify squares, rectangles, and rhombuses as quadrilaterals. Students should classify shapes by attributes and drawing shapes that fit specific categories. For example, parallelograms include: squares, rectangles, rhombi, or other shapes that have two pairs of parallel sides. Also, the broad category quadrilaterals include all types of parallelograms, trapezoids and other four-sided figures.

3. G.2 This standard builds on students work with fractions and area. Students are responsible for partitioning shapes into halves, thirds, fourths, sixths and eighths

Vocabulary: 3.G.1: point line, line segment, intersecting lines, parallel lines, ray, angle, vertex, right angle, perpendicular, acute angle, obtuse angle, polygon, side diagonal, triangle, quadrilateral, pentagon, hexagon, octagon, decagon, concave, convex, equilateral triangle, isosceles triangle, scalene
3.G.2: Partition, shapes, parts, equal, areas, unit fraction, whole, describe, fourths

Resources
Smarter Balance Test, Smarter Balance Performance Task, Acuity Practice Test, Buckle Down CCS, Options Problem Solving Books, envisions Math, Investigations, Reading Street, Read 360, or other resources as needed.