3rd Grade Curriculum Map
Florence Elementary School

Content	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	**'Stories Worth Telling Again and Again'** **RL.3.2** – 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 ideas in the text. *RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.* **RL.3.3** – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.					
Language	**L.3.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1(a)** – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.					
Speaking Listening	**SL.3.1** – Engage effectively in a range of 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. **SL.3.1(c)** – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					
Writing	**W.3.3 (a-b)** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
Math	**1. Numbers to 10,000** **NBT.3.2** - 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. **OA.3.8** - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.				**2. Rounding** **NBT.3.1** - Use place value understanding to round whole numbers to the nearest 10 or 100. **OA.3.8** - 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. Multiplication & Division** (see week 7)
Science/ Social St.				**Social Studies: Cultures & Societies** **SS-EP-2.1.1** - Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). **SS-EP-2.1.2 -** Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures. **SS-EP-2.2.1 -** Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community**. SS-EP-2.3.1 -** Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school**. SS-EP-2.3.2 -** Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).		

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Content	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Reading	'Inspired by the Sea'					
Language	L.3.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1(a) – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.					
Speaking Listening	SL.3.1 – Engage effectively in a range of 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. SL.3.1(a) – Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
Writing	W.3.3 (a-b) – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. W.3.6 - 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.*					
Math	**3. Multiplication & Division** OA.3.1 – Interpret products of whole numbers. OA.3.2 – Interpret whole-number quotients of whole numbers. OA.3.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. OA.3.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. OA.3.5 - Apply properties of operations as strategies to multiply and divide. OA.3.6 - Understand division as an unknown-factor problem. OA.3.7 - Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.				**4. Multiples of Ten** NBT.3.3 - Multiply one-digit whole numbers by multiple of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	**5. 2-Step Word Problems** OA.3.8 - 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.
Science / Social St.	**Science: Inheritance and Variation of Traits: Life Cycles and Traits** **3-LS1-1** - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. **3-LS3-1** - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms**. 3-LS3-2** - Use evidence to support the explanation that traits can be influenced by the environment. **3-LS4-2** - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.			**Science: Interdependent Relationships in Ecosystems** **3-LS2-1** - Construct an argument that some animals form groups that help members survive. **3-LS4-1** - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **3-LS4-3** - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. **3-LS4-4** - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.		

Reading: RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.9 – Compare and contrast the most important points and key details presented from two texts on the same topic. RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Content	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Reading	\multicolumn{6}{c}{**'Creative, Inventive, and Notable People'**}					
Language	\multicolumn{6}{c}{RI.3.3 – 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. *RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.* RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.}					

Reading: **'Creative, Inventive, and Notable People'**

RI.3.3 – 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. *RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Language: **L.3.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1(h)** – Use coordinating and subordinating conjunctions. **L.3.1(i)** – Produce simple, compound, and complex sentences.

Speaking Listening: **SL.3.1** – Engage effectively in a range of 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. **SL.3.1(a)** – Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Writing: **W.3.2** – Write an informative/explanatory on a topics or texts to examine a topic and convey ideas and information clearly.
a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension b) Develop the topic with facts, definitions, and details c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) provide a concluding statement or section.
W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Math:

5. 2-Step Word Problems	**6. Arithmetic Patterns**	**7. Scaled Graphs**
(see week 13)	**OA.3.9** - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	**MD.3.3** - 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. **MD.3.4** - 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.

Science / Social St.:

Social Studies: Historical Perspective
SS-EP-5.1.1 - Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.
SS-EP-5.2.1 - Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance. **SS-EP-5.2.2 -** Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. **SS-EP-5.2.3 -** Students will describe change over time in communication, technology, transportation and education in the community.

Science: Forces and Interactions
3-PS2-1 - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
3-PS2-2 - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. **3-PS2-3** - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. **3-PS2-4 -** Define a simple design problem that can be solved by applying scientific ideas about magnets.

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Content	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Reading	— 'The People, The Preamble, and the Presidents' **RF.3.4** – Read with sufficient accuracy and fluency to support comprehension. **RF.3.4(b)-** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. *FS.3.3(a)* - *Identify and know the meaning of the most common prefixes and derivational suffixes.* **RI.3.8** – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.3.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					
Language	**L.3.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1(a)** – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.					
Speaking Listening	**SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. *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.*					
Writing	**W.3.7** – Conduct short research projects that build knowledge about a topic. *W.3.4* - *With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.* *W.3.5* - *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.* *W.3.6* - *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.*					
Math	**7. Scaled Graphs** (See week 17-18)		**8. Metric and Standard Measurement** **MD.3.2** - 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			**9. Elapsed Time** **MD.3.1** - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and sub-traction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Science / Social St.	**Social Studies: Government and Civics** **SS-EP-1.1.1** - Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments. provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and identify how they pay for these services taxes). **SS-EP-1.1.2** - Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. **SS-EP-1.2.1** - Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky. **SS-EP-1.3.1** - Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today. **SS-EP-1.3.2** - Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important			**Social Studies: Historical Perspective** **SS-EP-5.1.1** - Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past. **SS-EP-5.2.1** - Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance. **SS-EP-5.2.2** - Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. **SS-EP-5.2.3** - Students will describe change over time in communication, technology, transportation and education in the community.		

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Content	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Reading	**'A Feast of Words on a Planet Called Earth and Beyond'**					
	RF.3.3 – Know and apply grade level phonics and word analysis skills in decoding words. **RF.3.3(b)** – Decode words with common Latin suffixes **RI.3.7** – 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). *RL.3.7* - Explain how specific aspects of the text's illustrations contribute to what is conveyed by the words in a story. **RL.3.4** – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal 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 suc-cessive part builds on earlier sections.					
Language	**L.3.4(b)** – Determine the meaning of the new word formed when a known affix is added to a known word					
Speaking Listening						
Writing	**W.3.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d Provide a concluding statement or section.					
Math	**9. Elapsed Time** (see week 24)		**10. Fractions** **NOF.3.1** - 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 $1/b$. **NOF.3.2(a-b)** - Understand a fraction as a number on the number line; represent fractions on a number line diagram. **NOF.3.3(a-d)** - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **G.3.2** - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.			
Science / Social St.	**Social Studies: Geography** **SS-EP-4.1.1** - Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community. **SS-EP-4.1.2** - Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location. **SS-EP-4.1.3** - Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community. **SS-EP-4.2.1** - Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water). **SS-EP-4.3.1** - Students will describe patterns of human settlement in places and regions on the Earth's surface. **SS-EP-4.3.2** - Students will describe how technology helps us move, settle and interact in the modern world. **SS-EP-4.4.1** - Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). **SS-EP-4.4.2** - Students will describe how the physical environment can both promote and restrict human activities.			**Science: Weather and Climate** **3-ESS2-1** - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. **3-ESS2-2** - Obtain and combine information to describe climates in different regions of the world. **3-ESS3-1** - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.		

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Content	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Reading			**'Fantastic Adventures with Dragons, Gods, and Giants'**			
	RF.3.4 – Read with sufficient accuracy and fluency to support comprehension. **RF.3.4(c)** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RI.3.10** – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of grades 2-3 text complexity band independently and proficiently. **RL.3.10** – 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. **RL.3.6** – Distinguish their own point of view from that of the narrator or those of characters. **RL.3.2** – 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 ideas in the text.					
Language						
Speaking Listening	**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.					
Writing						
Math	**11. Polygons** **G.3.1** - Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		**12. Area and Perimeter** **MD.3.5(a-b)** - Recognize area as an attribute of plane figures and understand concepts of area measurement. **MD.3.6** - Measure areas by counting unit squares. **MD.3.7(a-d)** - Relate area to the operations of multiplication and addition. **MD.3.8** - 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.			
Science / Social St.	**Social Studies: Economics** **SS-EP-3.1.1** - Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. **SS-EP-3.2.1** - Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy. **SS-EP-3.3.1** - Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising). **SS-EP-3.3.2** - Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money). **SS-EP-3.4.1** - Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). **SS-EP-3.4.2** - Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world. **SS-EP-3.4.3** - Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.		**Science: Engineering Design** **3-5-ETS1-1** - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2** - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **3-5-ETS1-3** - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			

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Standards Taught Throughout the Year (Mastered by the end of 3rd grade)

3-ELA-FOUNDATIONAL SKILLS

FS.3.3(c) - Decode multi-syllable words
FS.3.3(d) - Read grade-appropriate irregularly spelled words
FS.3.4(a) – Read on-level text with purpose and understanding

3-ELA-INFORMATIONAL TEXT

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

3-ELA-LANGUAGE

L.3.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b,c,d,e,f,g)
L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)
RL.3.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.(a-b)
L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and context, choosing flexibly from a range of strategies (a,c,d)
L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings. (a-c)
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.

3-ELA-SPEAKING AND LISTENING

SL.3.1(b) – b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.3.1(d) - Explain their own ideas and understanding in light of the discussions.
SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, visually, quantitatively, and orally.
Sl.3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

3-ELA-WRITING

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.