



MERIDIAN PUBLIC SCHOOL DISTRICT

1019 25TH AVE • MERIDIAN, MS 39301 • PH: 601.483.6271

# **ELA/Math College and Career Curriculum Document C<sub>3</sub>D**

**Presented by:  
Melody Craft and Mable Moore**



- **All sessions will be interactive. Your input is valuable and appreciated! 😊**
- **Electronic resources (PCs, iPads, notebooks, laptops, internet access, etc.) are helpful.**



# Learning Outcomes

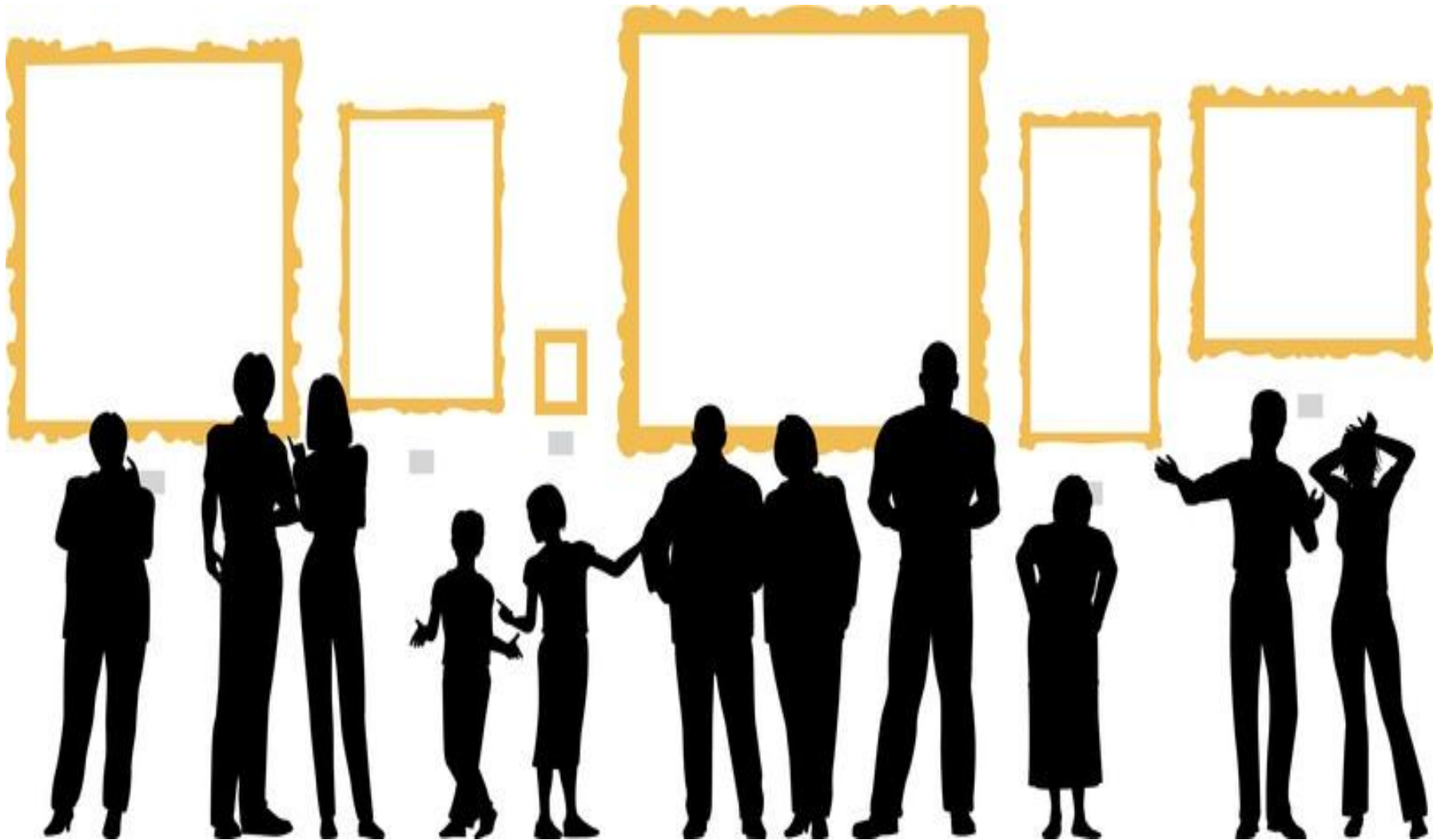
## Participants will be able to:

- **understand the components of the C<sub>3</sub>Ds** (Holistic/Unit Pacing, Week by Week Pacing, Unit Overview, Deconstruction of Standards, Technology Integration & Instructional Support);
- **utilize technology for maximum classroom impact; and utilize the C<sub>3</sub>D, in conjunction with Engage NY, to plan and implement rigorous, high quality standards-based lessons.**

What do you know about the  
Shifts?

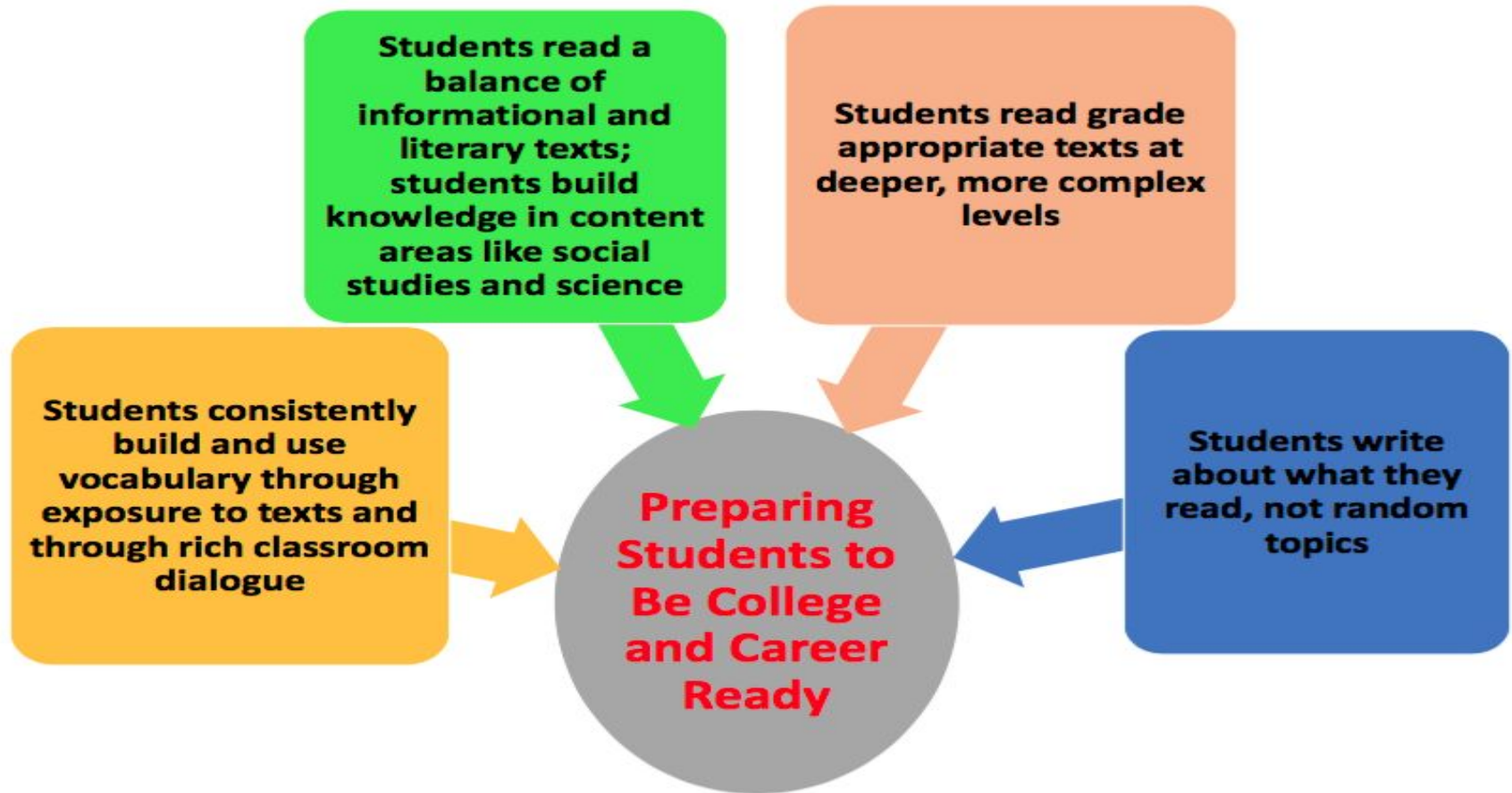


# The Instructional Shifts & Standards *Gallery Walk*



# ELA Shifts

## ELA SHIFTS IN MISSISSIPPI'S COLLEGE AND CAREER READINESS STANDARDS



# i-Ready Scores

Number of Students Assessed: 397  
Total Number of Students: 492

	Window 3 - 03/20/2017 - 04/13/2017	
	Average Scale Score ?	Students Below Level*
Overall Reading Level	494	56% (224)
Phonological Awareness *		0% (0)
Phonics *	452	52% (208)
High-Frequency Words *	417	12% (47)
Vocabulary	494	64% (253)
Comprehension: Literature	501	57% (226)
Comprehension: Informational Text	492	63% (250)



# ELA Shifts Activity

- **Identify the ELA Shift demonstrated in the scenario provided to your group. Provide evidence from the scenario to support your answer.**
- **If no shift is addressed, please change the scenario to ensure it addresses at least one of the ELA shifts.**





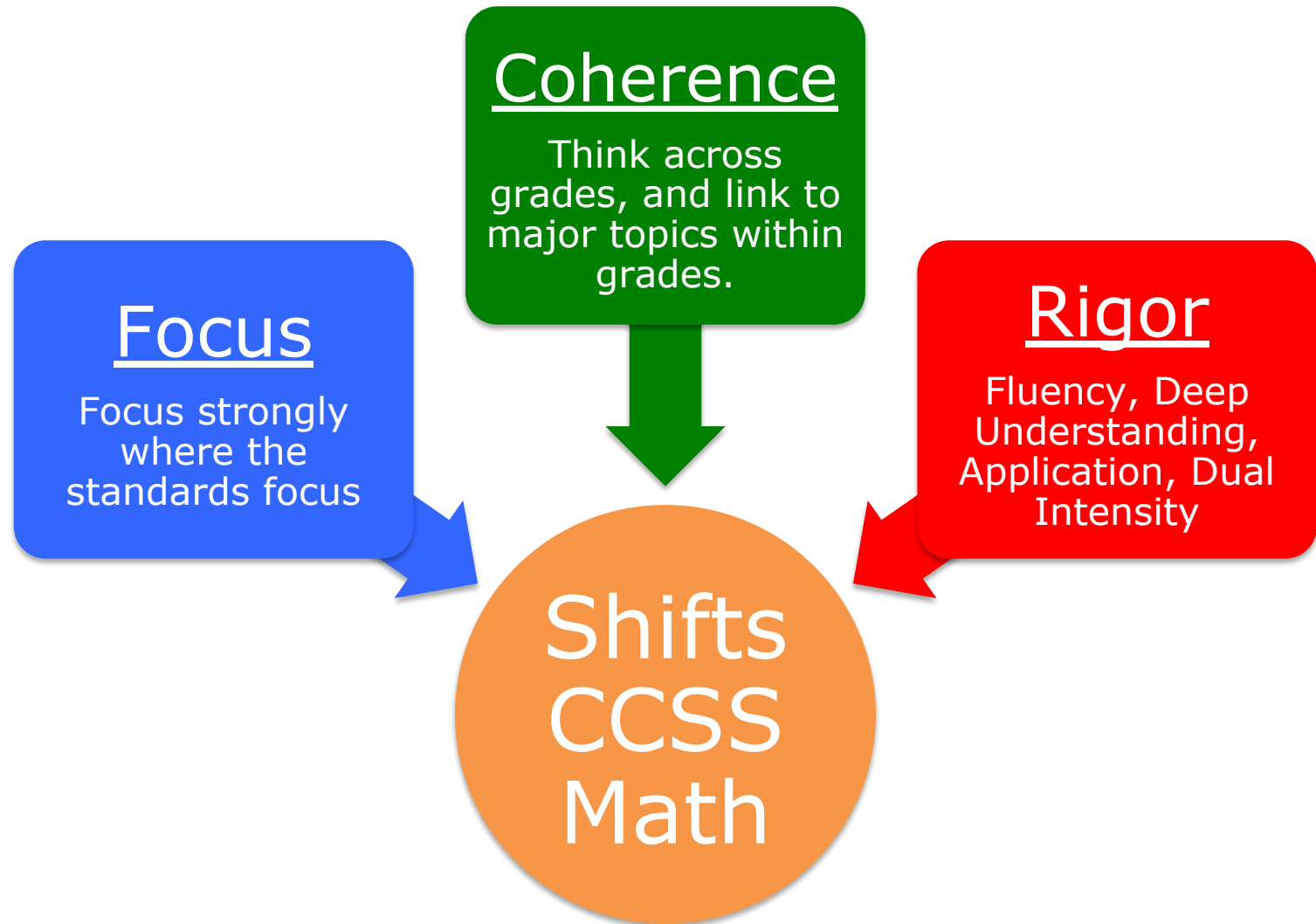


# Scenario

On the first day of school, Mr. Dewberry asked his students to create an “All About Me” poster. He required them to tell their favorite color, food, subject, and sport. The students were required to illustrate each section.

Does this scenario meet the requirements of a SHIFT? If not, what change could be made to address at least one of the SHIFTS?

# Mathematics Instructional Shifts



**Identify the shift(s) indicated by the following teacher behavior.** **RIGOR -FLUENCY**

Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions such as multiplication tables so that they are more able to understand and manipulate more complex concepts.



**Identify the shift(s) indicated by the following teacher behavior.**

## COHERENCE

Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.



# Identify the shift(s) indicated by the following teacher behavior. **RIGOR – APPLICATION**

Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.



Resource: [www.EngageNY.com](http://www.EngageNY.com)

**Identify the shift(s) indicated by the following teacher behavior.**

## FOCUS

Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.





# Common Core State Standards Standards for Mathematical Practice Questions for Teachers to Ask

Make sense of problems and persevere in solving them	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics
<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What is this problem asking?</li> <li>• How could you start this problem?</li> <li>• How could you make this problem easier to solve?</li> <li>• How is ____'s way of solving the problem like/different from yours?</li> <li>• Does your plan make sense? Why or why not?</li> <li>• What tools/manipulatives might help you?</li> <li>• What are you having trouble with?</li> <li>• How can you check this?</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What does the number ____ represent in the problem?</li> <li>• How can you represent the problem with symbols and numbers?</li> <li>• Create a representation of the problem.</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• How is your answer different than ____'s?</li> <li>• How can you prove that your answer is correct?</li> <li>• What math language will help you prove your answer?</li> <li>• What examples could prove or disprove your argument?</li> <li>• What do you think about ____'s argument</li> <li>• What is wrong with ____'s thinking?</li> <li>• What questions do you have for ____?</li> </ul> <p><i>*it is important that the teacher poses tasks that involve arguments or critiques</i></p>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• Write a number sentence to describe this situation</li> <li>• What do you already know about solving this problem?</li> <li>• What connections do you see?</li> <li>• Why do the results make sense?</li> <li>• Is this working or do you need to change your model?</li> </ul> <p><i>*It is important that the teacher poses tasks that involve real world situations</i></p>
Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning
<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• How could you use manipulatives or a drawing to show your thinking?</li> <li>• Which tool/manipulative would be best for this problem?</li> <li>• What other resources could help you solve this problem?</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What does the word ____ mean?</li> <li>• Explain what you did to solve the problem.</li> <li>• Compare your answer to ____'s answer</li> <li>• What labels could you use?</li> <li>• How do you know your answer is accurate?</li> <li>• Did you use the most efficient way to solve the problem?</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• Why does this happen?</li> <li>• How is ____ related to ____?</li> <li>• Why is this important to the problem?</li> <li>• What do you know about ____ that you can apply to this situation?</li> <li>• How can you use what you know to explain why this works?</li> <li>• What patterns do you see?</li> </ul> <p><i>*deductive reasoning (moving from general to specific)</i></p>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What generalizations can you make?</li> <li>• Can you find a shortcut to solve the problem? How would your shortcut make the problem easier?</li> <li>• How could this problem help you solve another problem?</li> </ul> <p><i>*inductive reasoning (moving from specific to general)</i></p>



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# English Language Arts/Math College and Career Curriculum Document

C<sub>3</sub>D



Students Come First!



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# Holistic Pacing Guide

3rd Grade Holistic Pacing Sample			
Sample Unit 1 (First nine Weeks)	Sample Unit 2 (Second Nine Weeks)	Sample Unit 3 (Third Nine Weeks)	Sample Unit 4 (Fourth Nine Weeks)
<b>Title: Understanding Central Ideas and Structural Elements</b>	<b>Title: Understanding Characterization and Point of View</b>	<b>Title: Determine the Meaning of Words and Integrating Diverse Media</b>	<b>Title: Citing Textual Evidence and Comparing and Contrasting Texts</b>
Standards addressed:	Standards addressed:	Standards addressed:	Standards addressed:
<b>Reading Literary:</b> 3.1, 3.2, 3.4, 3.5, 3.10 <b>Reading informational:</b> 3.1, 3.2, 3.4, 3.5, 3.10 <b>Reading Foundational:</b> 3.3a-d, 3.4a-d <b>Writing:</b> 3.1, 3.3, 3.4, 3.5, 3.6, 3.10 <b>Language:</b> 3.1a, 3.1e, 3.1i, 3.2a, 3.2e, 3.4a, 3.5a <b>Speaking and Listening:</b> 3.1a-d, 3.2, 3.4	<b>Reading Literary:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.10 <b>Reading Informational:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.10 <b>Reading Foundational:</b> 3.3a-d, 3.4a-c <b>Writing:</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.10 <b>Language:</b> 3.3a-b, 3.4a-d, 3.5a-b <b>Speaking and Listening:</b> 3.1a-d, 3.4, 3.6	<b>Reading Literary:</b> 3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.10 <b>Reading Informational:</b> 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.10 <b>Reading Foundational:</b> 3.3a-d, 3.4a-c <b>Writing:</b> 3.2a-d, 3a-d, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 <b>Language:</b> 3.1a-i, 3.2a-g, <b>Speaking and Listening:</b> 3.2, 3.4, 3.5, 3.6	<b>Reading Literary:</b> 3.1, 3.2, 3.3, 3.5, 3.9, 3.10 <b>Reading Informational:</b> 3.1, 3.2, 3.3, 3.5, 3.8, 3.9, 3.10 <b>Reading Foundational:</b> 3.3a-4, 3.4a-c <b>Writing:</b> 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 <b>Language:</b> 3.1a-l, 3.2a-g, 3.3a-b, 3.4a-d, 3.5a-b, 3.6 <b>Speaking and Listening:</b> 3.1a-d, 3.2, 3.3, 3.6

# Math



## GRADE 4 – HOLISTIC PACING MAP TKG C3D

Last Revised: May 13, 2017

School Year: 2017 - 2018

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
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<b>Unit 1: Place Value</b>	
<ul style="list-style-type: none"> <li>4.NBT.A.1</li> <li>4.NBT.A.2</li> <li>4.NBT.A.3</li> </ul>	≈ 10 Days
<b>Unit 2: Building Fluency</b>	
<ul style="list-style-type: none"> <li>4.NBT.B.4</li> </ul>	≈ 10 Days
<b>Unit 3: Factors and Multiples</b>	
<ul style="list-style-type: none"> <li>4.OA.B.4</li> </ul>	≈ 5 Days
<b>Unit 4: Multiplication and Division – Whole Numbers</b>	
<ul style="list-style-type: none"> <li>4.OA.A.1</li> <li>4.OA.A.2</li> <li>4.NBT.B.5</li> <li>4.NBT.B.6</li> </ul>	≈ 15 Days

<b>Unit 5: Multi-Step Problem Solving</b>	
<ul style="list-style-type: none"> <li>4.OA.A.3</li> </ul>	≈ 10 Days
<b>Unit 6: Patterns</b>	
<ul style="list-style-type: none"> <li>4.OA.C.5</li> </ul>	≈ 5 Days
<b>Unit 7: Equivalent Fractions</b>	
<ul style="list-style-type: none"> <li>4.NF.A.1</li> <li>4.NF.A.2</li> </ul>	≈ 10 Days
<b>Unit 8: Addition and Subtraction – Fractions</b>	
<ul style="list-style-type: none"> <li>4.NF.B.3</li> </ul>	≈ 15 Days

<b>Unit 9: Multiplication – Fractions</b>	
<ul style="list-style-type: none"> <li>4.NF.B.4</li> </ul>	≈ 10 Days
<b>Unit 10: Fractions and Data</b>	
<ul style="list-style-type: none"> <li>4.MD.B.4</li> </ul>	≈ 5 Days
<b>Unit 11: Fractions and Decimals</b>	
<ul style="list-style-type: none"> <li>4.NF.C.5</li> <li>4.NF.C.6</li> <li>4.NF.C.7</li> </ul>	≈ 10 Days
<b>Unit 12: Angle Measurement</b>	
<ul style="list-style-type: none"> <li>4.G.A.1</li> <li>4.MD.C.5</li> <li>4.MD.C.6</li> <li>4.MD.C.7</li> </ul>	≈ 15 Days

<b>Unit 13: Problem Solving with Measurement Quantities</b>	
<ul style="list-style-type: none"> <li>4.MD.A.1</li> <li>4.MD.A.2</li> <li>4.MD.A.3</li> </ul>	≈ 15 Days
<b>Unit 14: Two-Dimensional Figures</b>	
<ul style="list-style-type: none"> <li>4.G.A.1</li> <li>4.G.A.2</li> <li>4.G.A.3</li> </ul>	≈ 10 Days



# First Nine Weeks Pacing Guide

## Unit 1: Understanding Central Ideas and Structural Elements

Unit Title

### Session 1 Week 1 and Week 2

### Session 2 Week 3 and Week 4

### Session 3 Week 5 and Week 6

### Session 4 Week 7 and Week 8

Standards:

Standards:

Standards:

Standards:

R	<b>W</b>	L	SL
RL.3.1	<b>3.1</b>	3.1a	3.1a-d

R	<b>W</b>	L	SL
RL.3.1	<b>3.1</b>	3.1a	3.1a-d

R	<b>W</b>	L	SL
RL.3.1	<b>3.3</b>	3.1a	3.1a-d

R	<b>W</b>	L	SL
RL.3.1	<b>3.3</b>	3.1a	3.1a-d

RL.3.  
RL.3.  
RL.3.  
RI.3.  
RI.3.  
RI.3.  
RI.3.  
RF.3.

RL.3.4a-d

RF.3.4a-d

RF.3.4a-d

1 Session = Total of 2 Weeks

4 Sessions = Total of 8 Weeks

### Text Focus

Lesson	Moral	Main Idea
Fable	Folktales	Informational

### Text Focus

Lesson	Moral	Main Idea
Fable	Folktales	Informational

### Text Focus

Theme/Lesson	Central Message
Myth	Poems, Poetry, Dramas

### Text Focus

Theme/Lesson	Central Message
Myth	Poems, Poetry, Dramas

Special Note:

The bolded standards are the main reading standards used to develop each unit of study.

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# First Nine Weeks Pacing Guide

## Unit 1: Understanding Central Ideas and Structural Elements

### Session 1 Week 1 and Week 2

Standards:

R	W	L	SL
RL.3.1	<b>3.1</b>	3.1a	3.1a-d
<b>RL.3.2</b>	3.4	3.1e	3.2
RL.3.4	3.5	3.1i	
RL.3.10	3.6	3.4a	
RI.3.1	3.10		
<b>RI.3.2</b>			
RI.3.4			
RI.3.10			
RF.3.3a-d			
RF.3.4a-d			

### Text Focus

Lesson	Moral	Main Idea
Fable	Folktales	Informational

Special Note:

The bolded standards are the main reading standards used to develop each unit of study.

### Session 2 Week 3 and Week 4

Standards:

R	W	L	SL
RL.3.1	<b>3.1</b>	3.1a	3.1a-d
<b>RL.3.2</b>	3.4	3.1e	3.2
RL.3.4	3.5	3.1i	
RL.3.10	3.6	3.4a	
RI.3.1	3.10		
<b>RI.3.2</b>			
RI.3.4			
RI.3.10			
RF.3.3a-d			
RF.3.4a-d			

### Text Focus

Lesson	Moral	Main Idea
Fable	Folktales	Informational

Special Note:

The bolded standards are the main reading standards used to develop each unit of study.

### Session 3 Week 5 and Week 6

Standards:

R	W	L	SL
RL.3.1	<b>3.1</b>	3.1a	3.1a-d
<b>RL.3.2</b>	3.4	3.1e	3.2
RL.3.4	3.5	3.1i	
RL.3.10	3.6	3.4a	
RI.3.1	3.10		
<b>RI.3.2</b>			
RI.3.4			
RI.3.10			
RF.3.3a-d			
RF.3.4a-d			

### Text Focus

Theme/Lesson	Central Message
Myth	Poems, Poetry, Dramas

Special Note:

The bolded standards are the main reading standards used to develop each unit of study.

### Session 4 Week 7 and Week 8

Standards:

R	W	L	SL
RL.3.1	<b>3.3</b>	3.1a	3.1a-d
<b>RL.3.2</b>	3.4	3.2a	3.4
RL.3.5	3.5	3.2e	
RL.3.10	3.6	3.5a	
RI.3.1	3.10		
<b>RI.3.2</b>			
RI.3.5			
RI.3.10			
RF.3.3a-d			
RF.3.4a-d			

### Text Focus

Theme/Lesson	Central Message
Myth	Poems, Poetry, Dramas

Special Note:

The bolded standards are the main reading standards used to develop each unit of study.

Each Session includes the Standards and Type of Text

# Session 1

## Week 1 and Week 2

### Standards:

R	W	L	SL
RL.3.1	<b>3.1</b>	3.1a	3.1a-d
<b>RL.3.2</b>	3.4	3.1e	3.2
RL.3.4	3.5	3.1f	
RL.3.10			
RI.3.1			
<b>RI.3.2</b>			
RI.3.4			
RI.3.10			
RF.3.3a-d			
RF.3.4a-d			

Bolded Standards are the main standards leading the unit

### Text Focus

Lesson	Moral	Main Idea
Fable	Folktales	Informational

# ELA C<sub>3</sub>D: Week by Week Pacing

## WEEK BY WEEK INSTRUCTIONAL PACING GUIDES

\*Reading Standards 1 and 10 should be addressed each week. Focus standards are bold.

<b>Grade 3</b>  <b>Term 1</b> <b>Week 1</b>  <b>Focus:</b> <b>Informational</b>	Reading Standards	<b>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</b> RI.3.4 Determine the meaning of general academic and domain - specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
	Writing Standards	<b>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (*Include a-d sub-standards)</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5 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). 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. 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.
	Reading Foundations	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3b Decode words with common Latin suffixes. RF.3.4a Read grade - level text with purpose and understanding. RF.3.4b Read grade - level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4c Use context to confirm or self - correct word recognition and understanding, rereading as necessary
	Language Standards	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions <u>in particular sentences</u> . L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
	Speaking and Listening Standards	SL.3.1a 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. SL.3.1b 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.3.2 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.





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## Unit 1 Sample

**Title: Understanding Central Ideas and Structural Elements**

**Unit Focus: Topics/Themes, Central Message, Moral, Lesson Learned, Fables, Myths, Folktales**

**Main Idea , Key Details**

### Essential Question(s):

1. How can the reader use details from the text to determine the central message, lesson, moral or theme of diverse text?
2. How do good readers answer questions to understand text?
3. How do good readers and writers use literary devices to comprehend text?
4. What do good readers do while reading to ensure comprehension?
5. How do good readers use information from the text to prove their answers to questions?
6. How do good readers and writers use details from the text to show the main idea?
7. How do good readers interpret the meaning of words and phrases based on the subject of a text?
8. Why do good readers and writers read and comprehend grade level text?
9. Why do good writers provide reasons in their writing to support their opinion?
10. Why do good writers organize their writing using linking words and phrases and concluding statements?
11. How do good writers use the writing process to improve writing?
12. How do good writers use traits of good writers to improve writing?

## MS College and Career Readiness Standards

### Focus Standards:

#### Reading:

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 details in the text.

RI.3.2

Determine the main idea of a text, recount the key details and explain how they support the main idea.

#### Writing:

W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing

### Supporting Standards:

#### Speaking/Listening

SL.3.1 a-d

SL.3.2

SL.3.4

#### Reading

RL.3.1

RL.3.2

RL.3.4

RL.3.10

RI.3.10

#### Writing

W.3.3

# ELA UNIT PLAN

Essential Questions that will guide each lesson

# Unit 1 Sample Structural Elements Age, Moral, Lesson Learned, Fables, Myths

## Essential Question(s):

1. How can the use details from the text to determine the central message, lesson, mora
2. How do good readers answer questions to understand text?
3. How do good readers and writers use literary devices to comprehend text?
4. What do good readers do while reading to ensure comprehension?
5. How do good readers use information from the text to answer their questions?
6. How do good readers and writers use details from the text to support their idea?
7. How do good readers interpret the meaning of the text?
8. Why do good readers and writers read and compare texts?
9. Why do good writers provide reasons in their writing?
10. Why do good writers organize their writing using a clear beginning, middle, and concluding?
11. How do good writers use the writing process to improve their writing?
12. How do good writers use traits of good writers to improve their writing?

Standards that will be integrated throughout the lessons

## MS College and Career Reading Standards

### Focus Standards:

#### Reading:

**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 details in the text.

**RI.3.2**

Determine the main idea of a text, recount the key details and explain how they support the main idea.

#### Writing:

**W3.1** 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 an opinion, and create an organizational structure that lists reasons that support the opinion

### Supporting Standards:

#### Speaking/Listening

**SL.3.1 a-d**

**SL.3.2**

**SL.3.4**

#### Reading

**RL.3.1**

**RL.3.2**

**RL.3.4**

**RL.3.10**

**RI.3.10**

#### Writing

**W.3.3**

**W.3.4**

**W.3.5**

**W.3.6**

Bolded Standards

## ASSESSMENTS

### Formative

Anecdotal Notes  
Exit/Admit Slips  
Individual White Boards  
Formal and Informal Assessments  
(Quizzes/Weekly Test)

### Summative

**A culminating writing task:**  
After reading several books, articles, reviews, etc. about (insert topic), think about the importance of (insert topic) on \_\_\_\_\_. Write an informative essay about what you have learned about (components of topic). Remember to cite evidence from your research material.

**A cold-read task:**  
Students will independently read (insert text) and then answer a combination of multiple choice and constructed response questions about the text read.

**An extension task:**

Summative Unit Assessments can be administered at the end of a session or the end of the unit.

all groups. Ask each group to select a book from a \_\_\_\_\_ and discuss in student-led literature circles. \_\_\_\_\_ schedule for completing the reading \_\_\_\_\_ groups) and have them track their progress in a \_\_\_\_\_. After each section of reading (one or two chapters, \_\_\_\_\_ have students complete a graphic organizer \_\_\_\_\_ summarize the reading, identify and define two \_\_\_\_\_ create two questions to discuss with peers. This \_\_\_\_\_ students are prepared for the upcoming small group

discussions.

3. During the group discussion, assign student roles and ask that each student lead the discussion based on the corresponding section of the graphic organizer. The roles may rotate for each discussion and may include:

Source: <http://www.lauracandler.com/strategies/litcircles.php>



# Performance Tasks & Lesson Strategies

Reading Tasks	
Literary	Informational
<p>Students read myths, fables and folktales from diverse cultures that represent various origin tales, and paraphrase their central message, lesson, or moral. Lesson Strategies/Activities: R. A. P. Strategy</p> <p>1. Read a paragraph. Read the paragraph silently. As you read, be sure to think of what the words mean.</p> <p>2. Ask yourself, "What were the main ideas and details of this paragraph?" After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.</p> <p>3. Put the main idea and details in your own words. This will help you remember the information. Try to give at least two details related to the main idea.</p>	<p>Students explain how the main idea (main idea) in the text (name of text) is supported by key details from the text. (RI.3.2)</p> <p>Lesson Strategies/Activities: Consensus. In this activity, students identify the main ideas in a series of "coming-to-a-consensus" processes. Have students identify individually the three most important things (three main ideas) they learned from the text that they read. They should list them on a piece of paper.</p> <p>Pair students to share their most important information (main ideas) and come to a consensus about the three most important pieces of learning (main ideas), again listing them.</p> <p>Then have each pair join with another to form a group to discuss their findings and again come to a consensus about the three most important pieces of learning (main idea).</p>
Writing	
<p>Students keep a weekly journal, journaling on demand writing relative to topics discussed from varied text read. Journals will be assessed informally based on teacher discretion.</p> <p>Lesson Strategies/Activities:</p> <p>Free Writing: Timed writing exercise that requires students to write on a topic without stopping, editing, or crossing out. After freewriting, the teacher can facilitate a discussion of student's response.</p> <p>Freewrite definitions related to key concepts and ideas (e.g. What is a myth?) at the beginning of a unit of study to establish common understanding.</p> <p>Dialogue Journal: Allow students to "talk back" to the text, allowing students to ask questions and writing down new vocabulary.</p> <p>Use dialogue journals to teach students how to paraphrase text effectively.</p> <p>Source: <a href="https://jackikratz.wikispaces.com/file/view/RoutineWritingTaskstoSupportComprehension">https://jackikratz.wikispaces.com/file/view/RoutineWritingTaskstoSupportComprehension</a></p>	

Reading, Writing, Language,  
Speaking & Listening, and  
Research



# MERIDIAN PUBLIC SCHOOL DISTRICT

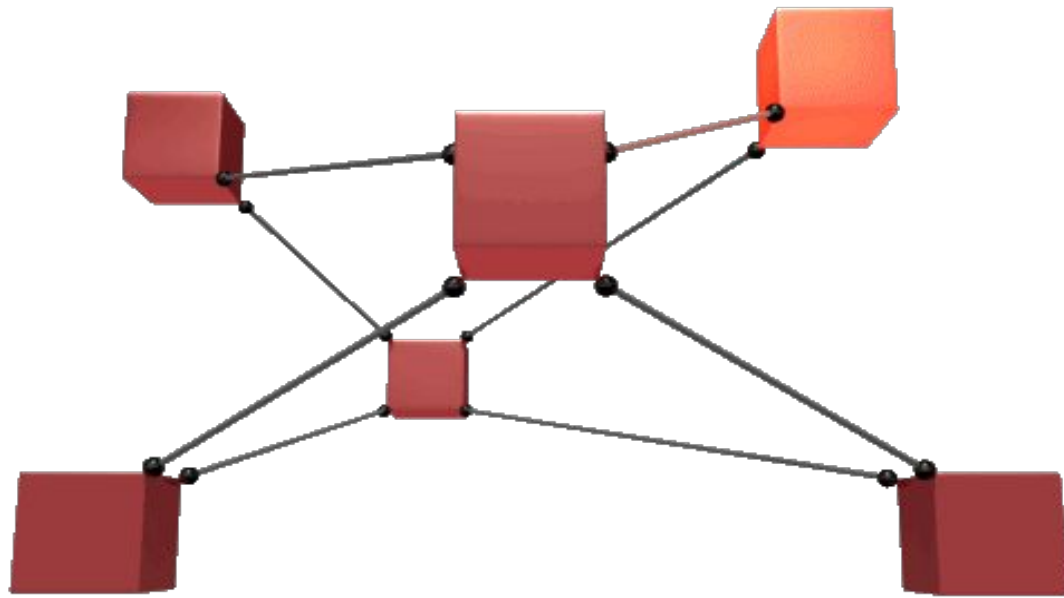
1019 25TH AVE • MERIDIAN, MS 39301 • PH: 601.483.6271

## MS COLLEGE & CAREER READINESS STANDARDS ENGLISH LANGUAGE ARTS TKG C3D



GRADE: 3 College & Career Readiness Anchor Standard		KEY IDEAS AND DETAILS		
Grade Level Standard		CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
		RI.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 details in the text.		
INSTRUCTIONAL SHIFTS		PRE-REQUISITES		KEY CONCEPTS
<ul style="list-style-type: none"><li>Reading and writing grounded in evidence from text</li><li>Regular practice with complex text and its academic vocabulary</li><li>Building knowledge through content-rich nonfiction and informational texts</li></ul>		<ul style="list-style-type: none"><li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li><li>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li></ul>		<ul style="list-style-type: none"><li>Stories</li><li>Fables</li><li>Folktales</li><li>Myths</li><li>Cultures</li><li>Message</li><li>Lesson</li><li>Moral</li><li>Details</li></ul>
DECONSTRUCTION OF STANDARD		I Can Statements (Sample)		
ESSENTIAL UNDERSTANDINGS	ESSENTIAL QUESTIONS			
Good readers and writers use the details found in different types of text to determine, explain, and recount the central message, lessons, or morals found in the text.	<ul style="list-style-type: none"><li>How can the reader use details from the text to determine the central message, lesson, moral, or theme of diverse text?</li><li>How can the reader demonstrate comprehension of the central message, lesson, theme, or moral in text?</li></ul>	<ul style="list-style-type: none"><li>I Can...</li><li>Summarize stories, fables, folktales, myths,</li><li>Recognize the central message, lesson, moral, and theme in a text</li><li>Restate the central message, lesson, moral, and theme</li><li>Give examples of the theme using details from the text</li></ul>		

# DECONSTRUCTION OF THE STANDARDS



***What is the connection between the College Career Anchor Standards and the Grade Specific Standards?***

**Discuss with your partner.**

# Grade Specific vs. Anchor Standards

## Grade Specific Standards

- Define what students should *know* and *be able to do* by the end of each (school) year.
- **What does this mean for GSS?**

## Anchor Standards

- Drive the grade-specific standards to ensure that cross-disciplinary *literacy expectations are met* for students entering **college** and the **workforce** ready to succeed.
- **What does this mean for AS?**

# ELA Deconstruction

GRADE: 3		KEY IDEAS AND DETAILS	
College & Career Ready Anchor Standard		Standards	
Grade Level Standard		RL.3.1 Ask and answer questions to demonstrate understanding of a text; cite relevant text as the basis for the answers.	
SAMPLE QUESTION		PREREQUISITES	KEY IDEAS AND DETAILS
<b>MDE Practice Test Sample</b>  1. Doctor Dolittle is very interested in everything that the parrot is telling him, and he wants to learn more. Which quotation from the story supports this idea?  Ⓐ "Oh, we parrots can talk in two languages—people's language and bird-language. . . ." (paragraph 6)  Ⓑ "You wouldn't have understood me if I had." (paragraph 10)  Ⓒ "Now don't go too fast—and I'll write it down." (paragraph 11)  Ⓓ "Of course—of course," said the Doctor. "I'll get you some at once." (paragraph 21)		<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</li> </ul>	Who <ul style="list-style-type: none"> <li>What</li> <li>When</li> <li>Where</li> <li>Why</li> <li>Which</li> <li>How</li> </ul>
DECONSTRUCTION OF STANDARD			I Can Statements (Sample)
ESSENTIAL UNDERSTANDINGS	ESSENTIAL QUESTIONS		
Good readers ask questions to understand text.	<ul style="list-style-type: none"> <li>Why do good readers ask questions to understand text?</li> <li>How do good readers answer questions to understand text?</li> </ul>		I Can... <ul style="list-style-type: none"> <li>Interpret information in text</li> <li>Report what a text is about</li> <li>Retell information from the text</li> <li>Discuss questions about text</li> </ul>
Good readers answer questions to understand text.			

Key Concepts

Pre-requisites



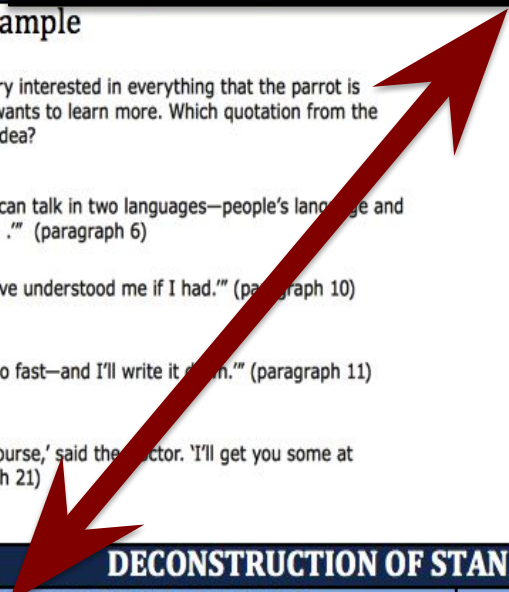
# The ELA C<sub>3</sub>D provides Essential Understandings for Units and Lesson Plans

## MDE Practice Test Sample

1. Doctor Dolittle is very interested in everything that the parrot is telling him, and he wants to learn more. Which quotation from the story supports this idea?
- Ⓐ "“Oh, we parrots can talk in two languages—people’s language and bird-language. . . .” (paragraph 6)
  - Ⓑ "“You wouldn’t have understood me if I had.” (paragraph 10)
  - Ⓒ "“Now don’t go too fast—and I’ll write it down.” (paragraph 11)
  - Ⓓ "“Of course—of course,” said the doctor. ‘I’ll get you some at once.” (paragraph 21)

- Ask and answer questions about key details in a text.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.

- Answers
- Questions
- Text
- Who
- What
- When
- Where
- Why
- Which
- How



DECONSTRUCTION OF STANDARD		I Can Statements (Sample)
ESSENTIAL UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Good readers ask questions to understand text.	<ul style="list-style-type: none"> <li>• Why do good readers ask questions to understand text?</li> </ul>	I Can... <ul style="list-style-type: none"> <li>○ Interpret information in text</li> <li>○ Report what a text is about</li> <li>○ Retell information from the text</li> <li>○ Discuss questions about text</li> </ul>
Good readers answer questions to understand text.	<ul style="list-style-type: none"> <li>• How do good readers answer questions to understand text?</li> </ul>	

# The learning targets support teachers in deciding how to scaffold the teaching and learning process

## MDE Practice Test Sample

1. Doctor Dolittle is very interested in everything that the parrot is telling him, and he wants to learn more. Which quotation from the story supports this idea?
- Ⓐ "Oh, we parrots can talk in two languages—people's language and bird-language. . . ." (paragraph 6)
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- Ask and answer questions about key details in a text.
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.

- Answers
- Questions
- Text
- Who
- What
- When
- Where
- Why
- Which
- How

## DECONSTRUCTION OF STANDARD

## I Can Statements (Sample)

### ESSENTIAL UNDERSTANDINGS

### ESSENTIAL QUESTIONS

Good readers ask questions to understand text.

Good readers answer questions to understand text.

- Why do good readers ask questions to understand text?
- How do good readers answer questions to understand text?

I Can...

- Interpret information in text
- Report what a text is about
- Retell information from the text
- Discuss questions about text

**Learning Targets  
"I Can Statements"**

**Standards**

**DECONSTRUCT OF THE STANDARDS**

Statistics can be used to gain information about a population by examining a sample of the population; realizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

LEARNING TARGETS:	ESSENTIAL VOCABULARY:	PRE-REQUISITES:
<ul style="list-style-type: none"> <li>Understand that statistics can be used to gain information about a population.</li> <li>Understand that random sampling tends to produce representative samples and support valid inferences.</li> <li>Understand that the validity of a sample depends on whether the sample is representative of the population.</li> <li>Identify the different types of random sampling (simple random sampling, systematic random sampling, and stratified random sampling).</li> <li>Generate a representative sample by identifying types of random samples.</li> <li>Recognize that unbiased/random samples produce valid inferences</li> <li>Distinguish between bias and</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Distinguish</li> <li>Generate</li> <li>Identify</li> <li>Make</li> <li>Recognize</li> <li>Understand</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</li> </ul>

**Pre-requi  
siti  
tes**

**Action Content**



# Math Instructional Supports

First Nine Weeks

Unit 1 – Place Value

Suggested Instructional Days = 10 Days

Last Revised June 2, 2017

Strategy 2:

Place Value Cups



For additional information regarding creating place value cups, see the link below:

<http://www.teacherspayteachers.com/Product/Place-Value-Styrofoam-Cups-Directions-292482>

**Strategies for using place value cups in the classroom:**

1. Have students use place value cups (when taken apart) to see the number written in expanded form . [4.NBT.A.2]
2. Place students in pairs. Have each student in the pair create a number based upon criteria given. For example, ask the pair of students to create two numbers in which the 4 in one number is 10 times smaller than the 4 in the second number.

**Scaffolding Strategy**

For students who are struggling, teachers can have students use place value cups (when taken apart) to create a number to the hundreds place to see the number written in expanded form. Then allow students in pairs to create a number based upon criteria given. For example, ask the pair of students to create a number in expanded form which rounds to four in the tens place.

**Scaffolding Strategy**

For students who are struggling, teachers can have students use place value cups (when taken apart) to create a number to the thousands place to see the number written in expanded form. Then allow students in pairs to create a number based upon criteria given. For example, ask the pair of students to create a number in expanded form which rounds to four in the hundreds place.

Mathematical Practice(s) Alignment:

**M.P. 7 - Look for and make use of structure.**

This activity allows students to break down multi-digit whole numbers and compare the relationship between digits using place value. It allows students to explore the structure of multi-digit whole numbers by providing a representation of numbers that can easily change by turning the cups and making observations regarding these changes.

# MAAP Assessment Info

Session I will have 49 total items and 5 passages. Field test items are included. Students will have 123 minutes to complete on computer.

Session II will have 2 passages and 2 performance tasks. Students will have 100 minutes to complete on paper.

**Some standards will not be assessed on the exam-- Speaking and Listening standards, Reading Foundational Standards and Writing standards 4-9.**

3rd Grade								
Strand	Performance Task (PT)	Closed-ended	Open-ended	Total # Items	Total # Points	Most Items	2 <sup>nd</sup> most items	Least items
Reading Literature (RL)	0	12-13	4-5	17	20	3.1, 3.2, 3.4	3.3, 3.5, 3.6, 3.7, 3.9	
Reading Informational (RI)	0	12-13	4-5	17	20	3.1, 3.2, 3.3, 3.4, 3.8	3.5, 3.6, 3.7, 3.9	
Vocabulary (L)	0	4	2	6	8	3.4, 3.5, 3.6		
Writing (W)/ Language (L)	1	0	0	1	12	3.1, 3.2, 3.3	3.1, 3.2, 3.3 (part of performance task)	
Total Number of Items /Points that count toward score 9 items and 1 performance task are field test items				49 items and 2 performance task				

Sample MDE Question Item Locations by Standard			
STANDARDS (BASED ON STANDARDS FOUND IN MDE INTERPRETATIVE GUIDE)	SAMPLE MDE TESTLET ITEM #	MDE ITEM SAMPLER #	MDE Full Length Practice test
RL.3.1		5	1, 2, 8, 21
RL.3.2		4	9, 10, 28, 29
RL.3.3		3A, 3B, 6, 7A, 7B, 8	3, 5, 22, 23,
RL.3.4		2	4, 27
RL.3.5			25
RL.3.6			20
RL.3.7		1	7,
RL.3.9	None available	None available	None available
RI.3.1	1, 3, 9	18	11, 34
RI.3.2	6, 9	12, 14	19, 36
RI.3.3	2	11, 17, 20	13, 39
RI.3.4	7, 8	15A, 15B, 19, 22	12, 17, 38
RI.3.5	5	21	15, 33
RI.3.6		23	37
RI.3.7			14, 32
RI.3.8	4	13, 16	16, 35
RI.3.9			18
L.3.1	9		SESSION 2 WRITING
L.3.2	9		SESSION 2 WRITING
L.3.3	9		SESSION 2 WRITING
L.3.4		10A, 10B	24, 31
L.3.5		9	6, 30
L.3.6			26, 40

Sample ME Questar Item Locations by Standard			
STANDARDS (BASED ON STANDARDS FOUND IN MDE INTERPRETATIVE GUIDE)	SAMPLE MDE TESTLET ITEM # (PT - PERFORMANCE TASK)	MDE ITEM SAMPLER # (PT - PERFORMANCE TASK)	MDE FULL LENGTH PRACTICE TEST (SESSION 1 AND SESSION 2 PT - PERFORMANCE TASK)
4.OA.1	12, 16	1	11, 28, 45
4.OA.2	23	2, 26 PT, 30 PT	1, 41
4.OA.3		6, 27 PT, 29 PT	20, 33
4.OA.4	13, 18	3	14
4.OA.5	22	4	6, 38
4.NBT.1	10, 15, 19	7	13
4.NBT.2	6	9, 10	39, 46
4.NBT.3	14	8, 25	2
4.NBT.4	11		23, 29
4.NBT.5	17	11	5, 26, 34
4.NBT.6			9, 19
4.NF.1	3	12	7, 27
4.NF.2	1	14	10
4.NF.3	5d, 9b	13	3c, 18d, 44
4.NF.4	2	28 PT, 31 PT	21c, 31c, 37
4.NF.5	4	15	35
4.NF.6	8	15	15
4.NF.7	7		40
4.MD.1	28	18	4, 32
4.MD.2	20	16	8
4.MD.3	25, 26	5, 17	25, 43
4.MD.4	29	19	16
4.MD.5	32 PT, 33 PT, 35 PT		36 Session 2 - 3b PT, 4a PT
4.MD.6	32 PT, 33 PT		22 Session 2 - 2 PT
4.MD.7	27, 36 PT		12 Session 2 - 6 (Part A and Part B) PT
4.G.1 Angle Measurement			
4.G.1 Two-Dimensional Figures	24, 30 PT, 31 PT, 34 PT	20, 24	Session 1 - 17 Session 2 - 1PT, 5PT
4.G.2	21	22, 23, 24	30
4.G.3		21	24, 42

# MATH ASSESSMENT

## TEXT COMPLEXITY BAND

Grade Band	Revised CCSS 2011 Lexile	ATOS	Degrees of Reading Power (DRP)	Flesch-Kincaid (FK)	Source Rater (SR)	Pearson Reading Maturity Metric (RM)
K-1	N/A	N/A	N/A	N/A	N/A	N/A
2-3	420-820	2.75-5.14	42-54	1.98-5.34	0.05-2.48	3.53-6.13
4-5	740-1010	4.97-7.03	52-60	4.51-7.73	0.84-5.75	5.42-7.92

Name	How it measures difficulty	Free online analyzer
ATOS (Renaissance Learning)	Measures average sentence length, average word length, and word difficulty level	Yes-- <a href="http://www.renaissance.com/products/accelerated-reader/atos-analyzer">http://www.renaissance.com/products/accelerated-reader/atos-analyzer</a>
DRP(Qu <del>est</del> ar)	Nonfiction passages in a variety of genres Items formed by the deletion of words from a passage	No--- You would contact the company.
FK(Flesch-Kincaid)	Measures word length and sentence length	Yes <a href="http://www.readabilityformulas.com/free-readability-formula-tests.php">http://www.readabilityformulas.com/free-readability-formula-tests.php</a>
Lexile Framework	Measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the syntactic and semantic challenges that the text presents to a reader Generally, longer sentences and words of lower frequency lead to higher Lexile measures; shorter sentences and words of higher frequency lead to lower Lexile measures. Texts such as lists, recipes, poetry and song lyrics are not analyzed because they lack conventional punctuation	Yes--- <a href="https://www.lexile.com/analyzer/">https://www.lexile.com/analyzer/</a>

## Text Complexity Bands



## TEXT COMPLEXITY BAND

Grade Band	Revised CCSS 2011 Lexile	ATOS	Degrees of Reading Power (DRP)	Flesch-Kincaid (FK)	Source Rater (SR)	Pearson Reading Maturity Metric (RM)
K-1	N/A	N/A	N/A	N/A	N/A	N/A
2-3	420-820	2.75-5.14	42-54	1.98-5.34	0.05-2.48	3.53-6.13
4-5	740-1010	4.97-7.03	52-60	4.51-7.73	0.84-5.75	5.42-7.92

Name	How it measures difficulty	Free online analyzer
ATOS (Renaissance Learning)	Measures average sentence length, average word length, and word difficulty level	Yes--
DRP(Qu <del>est</del> ar)	Nonfiction passages in a variety of genres Items formed by the deletion of a word Five word choices given for each item All answers are plausible if read in isolation Only one is consistent with the text All response options are usually common words Measures sentence length, word frequency, word length	Yes--- <a href="http://www.readabilityformulas.com/free-readability-formula-tests.php">http://www.readabilityformulas.com/free-readability-formula-tests.php</a>
FK(Flesch-Kincaid)	Measures word length and sentence length	Yes--- <a href="https://www.lexile.com/analyzer/">https://www.lexile.com/analyzer/</a>
Lexile Framework	Measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the syntactic and semantic challenges that the text presents to a reader  Generally, longer sentences and words of lower frequency lead to higher Lexile measures; shorter sentences and words of higher frequency lead to lower Lexile measures. Texts such as lists, recipes, poetry and song lyrics are not analyzed because they lack conventional punctuation	Yes--- <a href="https://www.lexile.com/analyzer/">https://www.lexile.com/analyzer/</a>

# Online Text Complexity Quantitative Measuring Tools







# Technology

## TECHNOLOGY INTEGRATION

MCCRS Strands	Whole Group Resources (Smart Board)	Small Group/ Intervention and Extension Resources
<b>Key Ideas and Details</b>	<p>RL.3.1- The 5 W's of a Story <a href="https://www.flocabulary.com/unit/five-ws/">https://www.flocabulary.com/unit/five-ws/</a></p>	<p>RI.3.1- Question Cards <a href="http://fcrr.org/studentactivities/c_037c.pdf">http://fcrr.org/studentactivities/c_037c.pdf</a></p>
Reading Literature Standards 3.1-3.3	<p>RI.3.1- Ask and Answer Questions <a href="http://questgarden.com/194/31/1/170417115217/">http://questgarden.com/194/31/1/170417115217/</a></p>	<p>RI.3.1- Ask and Answer Questions <a href="http://questgarden.com/62/46/1/121020191239/">http://questgarden.com/62/46/1/121020191239/</a></p>
Reading Informational Standards 3.1-3.3	<p>RI.3.1- Text Dependent Questions <a href="http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html">http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html</a></p> <p>RL.3.2- Fables <a href="http://questgarden.com/192/16/0/161118115204/">http://questgarden.com/192/16/0/161118115204/</a></p> <p>RI.3.2- Main Idea <a href="https://www.brainpop.com/english/writing/mainidea/">https://www.brainpop.com/english/writing/mainidea/</a></p> <p>RI.3.2- Recounting <a href="http://www.readwritethink.org/classroom-resources/student-interactives/graphic-30039.html">http://www.readwritethink.org/classroom-resources/student-interactives/graphic-30039.html</a></p> <p>RL.3.3- Characters <a href="http://questgarden.com/188/21/5/160404162123/">http://questgarden.com/188/21/5/160404162123/</a></p> <p>RL.3.3- Story Maps <a href="http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html">http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html</a></p>	<p>RI.3.1- Classifying <a href="http://fcrr.org/studentactivities/c_016b.pdf">http://fcrr.org/studentactivities/c_016b.pdf</a></p> <p>RL.3.2- Lessons, Messages, or Morals <a href="http://questgarden.com/188/21/5/160404162123/">http://questgarden.com/188/21/5/160404162123/</a></p> <p>RI.3.2- Main Idea <a href="http://questgarden.com/190/16/0/160708064234/">http://questgarden.com/190/16/0/160708064234/</a></p> <p>RI.3.2- Main Idea <a href="https://www.brainpop.com/english/writing/mainidea/">https://www.brainpop.com/english/writing/mainidea/</a></p> <p>RI.3.3- Historical Events <a href="http://questgarden.com/183/67/3/150917072231/">http://questgarden.com/183/67/3/150917072231/</a></p> <p>RI.3.3- Cause and Effect <a href="http://fcrr.org/studentactivities/c_020b.pdf">http://fcrr.org/studentactivities/c_020b.pdf</a></p> <p><b>Teacher Resources</b> <a href="http://commoncore.americaachieves.org/module/36">http://commoncore.americaachieves.org/module/36</a></p>



# MS – COLLEGE AND CAREER READINESS CURRICULUM DOCUMENT MATHEMATICS TECHNOLOGY INTEGRATION

Grade 3

School Year 2017 - 2018

May 2017

OPERATIONS AND ALGEBRAIC THINKING (OA)	
Standard	Resources
3.OA.A.1	The focus of this link is multiplication and the meaning of the factors, and 3.OA.A.3 is also within this link. <a href="https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-overview/file/59521">https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-overview/file/59521</a>
3.OA.A.2	The focus of this link is division as an unknown factor problem, and standard 3.OA.B.6 is also within this link. <a href="https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-b-overview/file/62451">https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-b-overview/file/62451</a> This focus of this link is a set of array picture cards that teachers can use to create the third set of cards to model equal distribution. <a href="http://www.k-5mathteachingresources.com/support-files/array-picture-cards.pdf">http://www.k-5mathteachingresources.com/support-files/array-picture-cards.pdf</a>
3.OA.A.3	The focus of this link is to solve two-step word problems alternating between multiplication and division. <a href="https://www.khanacademy.org/math/cc-third-grade-math/cc-3rd-mult-div-topic/cc-3rd-two-step-word-problems/a/multiplication-and-division-word-problems--within-100-">https://www.khanacademy.org/math/cc-third-grade-math/cc-3rd-mult-div-topic/cc-3rd-two-step-word-problems/a/multiplication-and-division-word-problems--within-100-</a>
3.OA.A.4	The focus of this link is flashcards for multiplication and division finding the missing fact. <a href="http://www.commoncoresheets.com/taskCards/taskCards.php?path=Math%2FMultiplication%2FSolving+Mixed+Problems&amp;backOfCard=answer&amp;backgroundSelector=solid.svg&amp;backgroundChange%5B%5D=%23b1e2f2">http://www.commoncoresheets.com/taskCards/taskCards.php?path=Math%2FMultiplication%2FSolving+Mixed+Problems&amp;backOfCard=answer&amp;backgroundSelector=solid.svg&amp;backgroundChange%5B%5D=%23b1e2f2</a> This link is a set of array picture cards that teachers can use to create the third set of cards to model equal distribution. <a href="http://www.k-5mathteachingresources.com/support-files/array-picture-cards.pdf">http://www.k-5mathteachingresources.com/support-files/array-picture-cards.pdf</a>
3.OA.B.5	This focus of this link is the Distributive Property. <a href="http://www.commoncoresheets.com/Math/Properties/Multiplication%20Distributive%20M/English/1.pdf">http://www.commoncoresheets.com/Math/Properties/Multiplication%20Distributive%20M/English/1.pdf</a> The focus of this link is the Associative Property. <a href="http://www.commoncoresheets.com/Math/Properties/Multiplication%20Associative%20Solving%20(MC)/English/1.pdf">http://www.commoncoresheets.com/Math/Properties/Multiplication%20Associative%20Solving%20(MC)/English/1.pdf</a>
3.OA.B.6	This link reinforces the relationship between multiplication and division equations. <a href="http://achievethecore.org/content/upload/Grade%203%20Fuson%20set%20of%20tasks%20final06.26.14.pdf">http://achievethecore.org/content/upload/Grade%203%20Fuson%20set%20of%20tasks%20final06.26.14.pdf</a>
3.OA.C.7	The focus of this link is fluency and memory with single-digit products. <a href="http://achievethecore.org/content/upload/Grade%203%20Fuson%20set%20of%20tasks%20final06.26.14.pdf">http://achievethecore.org/content/upload/Grade%203%20Fuson%20set%20of%20tasks%20final06.26.14.pdf</a>
3.OA.D.8	The focus of this link is problem solving using expressions with the four operations. <a href="http://www.commoncoresheets.com/Math/Multistep/Determining%20Equations%20(Add%20sub%20mul%20div)/English/1.pdf">http://www.commoncoresheets.com/Math/Multistep/Determining%20Equations%20(Add%20sub%20mul%20div)/English/1.pdf</a>

# INTEGRATING TECHNOLOGY

Informal Assessments: Bellringers / Closure

# MS COLLEGE & CAREER READINESS STANDARDS

## ENGLISH LANGUAGE ARTS

### TKG C<sub>3</sub>D



#### ELA Resources

<http://achievethecore.org>- This K-12 website is full of free content designed to help educators understand and implement the Common Core and other college and career ready standards. It includes practical tools designed to help students and teachers see their hard work deliver results.

<http://www.corestandards.org>- Learn why the Common Core is important for your child, explore the common core, understand how the Common Core was created.

<http://www.edutopia.org/common-core-state-standards-resources>- Explore an educator's guide to websites, organizations, articles, and other resources looking at the new system of standards and how they will be assessed.

<https://www.engageny.org/search-site/ela%20units?solsort>- This site provides K-12 ELA instructional units.

[www.newsela.com](http://www.newsela.com)- Newsela is an innovative way to build reading comprehension with nonfiction articles that are easy to locate and use.

[www.readworks.org](http://www.readworks.org)- ReadWorks provides research-based units, lessons, and authentic, leveled texts that are available to educators online, for free, to be shared broadly.

[www.lumoslearning.com](http://www.lumoslearning.com)- Lumos learning consists of hundreds of grade appropriate questions and activities aligned to Common Core Standards.

[www.teachertube.com](http://www.teachertube.com)- This is a safe educational video community for teachers.

[www.fcrr.org](http://www.fcrr.org)- This site includes a number of classroom activities developed for use in middle and high school grade classrooms and pedagogical information for empowering teachers in the classroom.

[www.khanacademy.org](http://www.khanacademy.org)- This organization produces micro lectures in the form of YouTube videos. The organization's website features practice exercises and tools for educators. All resources are available for free.

[www.teachingchannel.org](http://www.teachingchannel.org)- Teaching Channel is an online community where teachers can watch and share videos of classroom practice that help every student grow.

[www.greatschools.org](http://www.greatschools.org)- Great schools consists of text exemplars, instructional strategies, and other resources for educators.

[www.learnzillion.com](http://www.learnzillion.com)- This site offers English Language resources for grades 2-12 that have been aligned to the Common Core State Standards.

<http://kidsatthecore.com>- This site offers professional development & resources for teachers & administrators. Improving the use of assessments & data to measure student growth.

Additional ELA  
Resources



# Engage NY and C3D....

**How can we take the lessons/pacing guide from Engage NY and incorporate the essential components of the C3D?**

GROUP Activity



**Mathematics Instructional Companion Document**  
**(Aligned with TKG C3Ds)**

Content/Subject:	Grade:	Term:
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ENGAGE NY		TKG C3D		I-READY		EADMS	
Module	Page Number	Unit Name	Unit Number	Lesson	Page Number	Test Name	Date



# Building a rigorous, complete standards-based lesson...





# Questions

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[mmoore@mpsdconnect.org](mailto:mmoore@mpsdconnect.org)

Survey link:

<https://www.surveymonkey.com/r/WY8R3KS>