

Grade 3 Year at a Glance
Nyack Public Schools
SY2016-2017

Pacing Schedule	Mathematical Emphasis Units	Supplemental Resources	Focus Standards <i>*Greater Emphasis</i>	Exemplars	Manipulatives	Strategies/ Vocabulary
Weeks 1-7 9/6/16-10/21/16 (30 days)	Unit 5 Equal Groups	Module 1 EngageNY	3.OA.1 3.OA.2 *3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 *3.OA.8 3.OA.9	"Riding At The Playground" intro to multiplication, using repeated addition or creating the correct multiplication equation. Math Practices MP1 Make sense of problem MP4 Model with mathematics	counters tape diagram number bond array cards	add, addend, area model, array model, associative property, commutative property, decompose, distributive property, division, equal groups, equation, expression, factor, product, factor, multiple half, halfway
Weeks 8-12 10/24/16-11/22/16 (20 days)	Unit 3 Collection & Travel Stories Unit 8 How Many Hundreds? How Many Miles? (Addition/Subtraction)	Module 2 EngageNY	*3.OA.8 3.OA.9 3.NBT.1 3.NBT.2 3.NBT.3 3.MD.1		place value cards, place value discs, place value chart	landmark numbers, subtraction facts, difference, add up, subtract back, positive,, hundreds,
Weeks 13-19 11/28/16-1/20/17 (25 days) *Trimester 1 ends December 2, 2016	Continued work on properties of multiplication and multi-step word problems involving multiplication and division	Module 3 EngageNY <i>*fluently mult/div to 100. Multiples of 10.</i>	*3.OA.3 *3.OA.8 3.OA.1 – 3.OA.9 3.NBT.1 3.NBT.2 3.NBT.3	"What's the Problem?" Math Practices MP1 Make sense of problem MP4 Model with mathematics	array cards, array models, number bonds, place value discs, tape diagram	multiple, product, equal groups, equation, even, expression, factors, multiply, commutative, number bond, number sentence, odd, parenthesis, units, row, column, unknown, value
Weeks 20-21 1/23/17-2/3/16 (10 days)	Unit 4 Area only *Investigations 2, skip 2.5A,	Module 4 EngageNY	3.MD.5 3.MD.6 *3.MD.7		area, array model, grid paper, rulers, unit squares	array, commutative, distribute, geometric and length.
Weeks 22-28 2/6/17-3/31/16 (35 days) *Trimester 2 ends March 17th	Module 5 Fractions Engageny.org	Investigations Unit 7	3.NF.1 3.NF.2 *3.NF.3 3.G.2		concrete fraction model, fraction kit, < > = card,	copies, equivalent fractions, fraction form, fractional unit, non unit fraction, unit form, unit fraction, unit interval, + < >, array, equal parts, equal shares, halves, thirds, fourths, sixths, eighths, number line, partition, whole

Weeks 29-30 4/3/17-4/21/17 (10 days)	Unit 2 Surveys (bar graphs & pictographs) Investigation 1 & 2 ONLY	Module 6 Engage NY	3.MD.3		bar graph, grid paper, line plot, picture graph, rulers, sentence strips, tape diagram	frequent, key, measurement data, scaled graphs, bar graph, data, fraction, number line
Weeks 31 4/24/17	Review		3.OA.3,8 3.NF.3 3.MD.7			
Week 32	NY State Assessment					
Week 33-35 5/8/17-5/26/17 (10 days)	Unit 4 Perimeter, Angles, and Area Investigation 1 (5 days) Investigation 3 (5 days)	Module 7 Engage NY	3.NBT.1 & 2 3.MD.8 post 3.MD.4 post		Angles, card stock, grid paper	diagonal, perimeter, polygon, tessellate, tetromino, area, attribute, compose, decompose, heptagon, hexagon, octagon, parallelogram, pentagon, rectangle, rhombus, quadrilateral, square, tangram, trapezoid
Weeks 35 5/22/17 (5 days)	Unit 2 Line Plots Investigation 3 (5 days)	Module 5 Engage NY	3.MD.4 post			
Weeks 36-40 5/30/17-6/23/17	Performance Based Assessments (portfolio pieces)		3.OA.3 3.OA.8 3.NF.3 3.MD.7			

Key:

Green – Major Clusters Blue – Supporting Clusters

Yellow – Additional Clusters

Orange – Addition Clusters Post Test

<u>Key for academic development</u>	
4	<p><i>Student exceeds within or excels grade level expectations by independently applying and utilizing concepts and skills</i></p> <ul style="list-style-type: none"> • Statistically, the smallest percentage of students performs at this level. • A 4 indicates the student independently uses and applies knowledge in ways that demonstrate <u>higher level thinking skills</u> to achieve mastery of grade-level standards.
3	<p><i>Student demonstrates grade level expectations for concepts and skills</i></p> <ul style="list-style-type: none"> • A 3 indicates the <u>standards have been met</u> and should be celebrated. • A 3 indicates the student demonstrates understanding of grade level skills and concepts and requires <u>minimal support</u>.
2	<p><i>Student is progressing toward basic understanding of grade level concepts and skills with assistance.</i></p> <ul style="list-style-type: none"> • A 2 indicates the student is progressing toward achieving skills but <u>has not yet met the standards</u>. • A 2 indicates the student requires <u>ongoing support</u>.
1	<p><i>Student shows an emerging awareness of concepts and skills.</i></p> <ul style="list-style-type: none"> • A student earning a 1 demonstrates an <u>inconsistent understanding</u> and application of knowledge of grade level standards and is <u>currently not meeting the grade-level standards</u>. • A 1 indicates the student requires <u>significant ongoing support</u>.

Student grades are evaluated using standards-based rubrics and a holistic approach including portfolios, student work samples, formative and summative assessments, teacher observations, and student-teacher conferences. Work should be aligned with standards and particular report card indicators.

Percentage Conversion Chart

<i>Rubric Level</i>	<i>Percentage Range</i>
4	100-93
3	92-75
2	74-60
1	59 and below