

Quarter: **1<sup>st</sup> Qtr.**

## **3<sup>rd</sup> GRADE CURRICULUM MAP**

Subject: **ELA**

<u><b>MONTH:</b></u> <b>August -October</b>	<u><b>WEEK 1</b></u>	<u><b>WEEK 2</b></u>	<u><b>WEEK 3</b></u>	<u><b>WEEK 4</b></u>	<u><b>WEEK 5</b></u>
<b><u>Concept: CCSS</u></b>	<p><b><u>3.RF.3a-d</u></b> a.) Know and apply grade-level phonics and word analysis skills in decoding words; b.) Identify and know the meaning of the most common prefixes and derivational suffixes; c.) Decode words with common Latin suffixes; d.) Decode multi-syllable words; Read grade-appropriate irregularly spelled words</p> <p><b><u>3.W.2c</u></b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b><u>3.L.1a-d</u></b> Demonstrate command of conventions of standard English grammar usage</p>	<p><b><u>3.RF.3a-d</u></b> a.) Know and apply grade-level phonics and word analysis skills in decoding words; b.) Identify and know the meaning of the most common prefixes and derivational suffixes; c.) Decode words with common Latin suffixes; d.) Decode multi-syllable words; Read grade-appropriate irregularly spelled words</p> <p><b><u>3.W.2c</u></b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b><u>3.L.1a-d</u></b> Demonstrate command of conventions of standard English grammar usage</p>	<p><b><u>3.RF.3a-d</u></b> a.) Know and apply grade-level phonics and word analysis skills in decoding words; b.) Identify and know the meaning of the most common prefixes and derivational suffixes; c.) Decode words with common Latin suffixes; d.) Decode multi-syllable words; Read grade-appropriate irregularly spelled words</p> <p><b><u>3.W.2c</u></b> Write informative/Explanatory texts to examine a topic and convey ideas and information clearly: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within Categories of information.</p> <p><b><u>3.L.1a-d</u></b> Demonstrate command of conventions of standard English grammar usage</p>	<p><b><u>3.RL.1</u></b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b><u>3.RL.2</u></b> Recount stories, including fables folktales &amp; myths from diverse cultures; determine the central message, lesson or moral, &amp; explain how it is conveyed through key details on the text.</p> <p>3.RL.3 Describe characters in a story ( e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>3.RL.4</u></b> Determine the meaning of</p>	<p><b><u>3.RL.1</u></b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b><u>3.RL.2</u></b> Recount stories, including fables folktales &amp; myths from diverse cultures; determine the central message, lesson or moral, &amp; explain how it is conveyed through key details on the text.</p> <p>3.RL.3 Describe characters in a story ( e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b><u>3.RL.4</u></b> Determine the meaning of</p>

	<p>when writing or speaking: a) Explain the function of nouns, pronouns, verbs, adjectives, &amp; adverbs in general and their functions, in particular sentences; b) Form and use regular and irregular plural nouns; c) Use abstract nouns (e. g., childhood); d) Form and use regular and irregular verbs</p> <p><b>3.SL.1A</b> Engage effectively in a range of collaborative discussions ( one-on-one, in groups, &amp; teacher led) with diverse partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.</p>	<p>when writing or speaking: a) Explain the function of nouns, pronouns, verbs, adjectives, &amp; adverbs in general and their functions, in particular sentences; b) Form and use regular and irregular plural nouns; c) Use abstract nouns (e. g., childhood); d) Form and use regular and irregular verbs</p> <p><b>3.SL.1A</b> Engage effectively in a range of collaborative discussions ( one-on-one, in groups, &amp; teacher led) with diverse partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.</p>	<p>when writing or speaking: a) Explain the function of nouns, pronouns, verbs, adjectives, &amp; adverbs in general and their functions, in particular sentences; b) Form and use regular and irregular plural nouns; c) Use abstract nouns (e. g., childhood); d) Form and use regular and irregular verbs</p> <p><b>3.SL.1A</b> Engage effectively in a range of collaborative discussions ( one-on-one, in groups, &amp; teacher led) with diverse partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.</p>	<p>words &amp; phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p><b>3.SL.1d</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, &amp; teacher-led) with divers partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Explain their own ideas and understanding in light of the discussion.</p>	<p>words &amp; phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p><b>3.SL.1d</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, &amp; teacher-led) with divers partners on grade 3 topics &amp; texts, building on others’ ideas &amp; expressing their own clearly: Explain their own ideas and understanding in light of the discussion.</p>
<b>Big Idea and Essential</b>	<b>Big Idea 1:</b> Students will be able to use grade	<b>Big Idea 1:</b> Students will be able to use grade	<b>Big Idea 1:</b> Students will be able to use grade	<b>Big Idea 2:</b> Students will understand how	<b>Big Idea 2:</b> Students will understand how

<p><b><u>Questions</u></b></p>	<p>level phonics for decoding and parts of speech in writing &amp; speaking. <b><u>Essential Question:</u></b> Why is it important to have all the different parts of speech in writing &amp; speaking?</p>	<p>level phonics for decoding and parts of speech in writing &amp; speaking. <b><u>Essential Question:</u></b> Why is it important to have all the different parts of speech in writing &amp; speaking?</p>	<p>level phonics for decoding and parts of speech in writing &amp; speaking. <b><u>Essential Question:</u></b> Why is it important to have all the different parts of speech in writing &amp; speaking?</p>	<p>an author uses characters in fictional text ( i. e., fables, folktales, &amp; myths) to contributes to events &amp; deliver a central message. <b><u>Essential Questions:</u></b> How do we determine an author’s central message? What type of evidence can be used to determine an author’s central message?</p>	<p>an author uses characters in fictional text ( i. e., fables, folktales, &amp; myths) to contributes to events &amp; deliver a central message. <b><u>Essential Questions:</u></b> How do we determine an author’s central message? What type of evidence can be used to determine an author’s central message?</p>
<p><b><u>Assessment</u></b></p>	<p>Q &amp; A ( Oral &amp; Writing) Story Reading Writing Activities/prompts Think, Pair, Share Quiz</p>	<p>Q &amp; A ( Oral &amp; Writing) Story Reading Writing Activities/prompts Think, Pair, Share Quiz</p>	<p>Q &amp; A ( Oral &amp; Writing) Story Reading Writing Activities/prompts Think, Pair, Share Test</p>	<p>Q &amp; A ( Oral &amp; Writing) Story Reading Writing Activities/prompts Think, Pair, Share Quiz</p>	<p>Q &amp; A ( Oral &amp; Writing) Story Reading Writing Activities/prompts Think, Pair, Share Test</p>
<p><b><u>Key Vocabulary</u></b></p>	<p>Multisyllabic, prefix, suffix, Latin, derivational suffix, pronouns, adjectives, adverbs, abstract nouns, transitional words/ linking words, collaborate</p>	<p>Multisyllabic, prefix, suffix, Latin, derivational suffix, pronouns, adjectives, adverbs, abstract nouns, transitional words/ linking words, collaborate</p>	<p>Multisyllabic, prefix, suffix, Latin, derivational suffix, pronouns, adjectives, adverbs, abstract nouns, transitional words/ linking words, collaborate</p>	<p>Theme, moral, passage, traits, characters, literal, nonliteral language, central message</p>	<p>Theme, moral, passage, traits, characters, literal, nonliteral language, central message</p>
<p><b><u>Resources/Materials</u></b></p>	<p>DI Materials, Content Textbooks ( Houghton,</p>	<p>DI Materials Content Textbooks (</p>	<p>DI Materials Content Textbooks (</p>	<p>DI Materials Content Textbooks (</p>	<p>DI Materials Content Textbooks (</p>

	McGraw), Online Resources and Worksheets	Houghton, McGraw) Online Resources and Worksheets	Houghton, McGraw) Online Resources and Worksheets	Houghton, McGraw) Online Resources and Worksheets	Houghton, McGraw) Online Resources and Worksheets
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Quarter: 1<sup>st</sup> Qtr.

3<sup>rd</sup> GRADE CURRICULUM MAP

Subject: ELA

<u>MONTH:</u> <u>August -October</u>	<u>WEEK 6</u>	<u>WEEK 7</u>	<u>WEEK 8</u>	<u>WEEK 9</u>	
<u>Concept: CCSS</u>	<p><b>3.W.1a</b> Write opinion pieces on topics or text, supporting a point of view with reasons: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>3.L.2a-d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Capitalize appropriate words in titles; b) Use commas in address; c) Use commas &amp; quotations marks in dialogue; d) Form &amp; use possessives.</p>	<p><b>3.W.1a</b> Write opinion pieces on topics or text, supporting a point of view with reasons: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>3.L.2a-d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a) Capitalize appropriate words in titles; b) Use commas in address; c) Use commas &amp; quotations marks in dialogue; d) Form &amp; use possessives.</p>	<p>3.L.1e-h – Demonstrate command of conventions of standard English grammar and usage when writing or speaking: e: form and use the simple verb tenses; f: ensure subject-verb and pronoun- antecedent agreement; g: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; h: use coordinating and subordinating conjunctions.</p> <p>3.W.2a-b Write informative/ explanatory texts to examine a topic &amp; convey ideas &amp; information clearly: a)</p>	<p>3.L.1e-h – Demonstrate command of conventions of standard English grammar and usage when writing or speaking: e: form and use the simple verb tenses; f: ensure subject-verb and pronoun- antecedent agreement; g: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; h: use coordinating and subordinating conjunctions.</p> <p>3.W.2a-b Write informative/ explanatory texts to examine a topic &amp;</p>	<p>Big Ideas #1: <a href="http://www.havefunteaching.com">http://www.havefunteaching.com</a> Key words: phonics <a href="http://www.education.com/worksheets">http://www.education.com/worksheets</a>  <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a>  Big Ideas #2:  <a href="http://www.kidsconnect.com/343-figurative-language.html">http://www.kidsconnect.com/343-figurative-language.html</a> <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a>  Big ideas #3:  <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> <a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a></p>

			Introduce a topic & group related information together; include illustrations when useful to aiding comprehension; b) definitions & details.	information clearly: a) Introduce a topic & group related information together; include illustrations when useful to aiding comprehension; b) definitions & details.	
<b><u>Big Idea and Essential Questions</u></b>	<b><u>Big Idea 3</u></b> Students will write an essay to support an opinion on a given topic, using proper sentence mechanics <b><u>Essential Questions:</u></b> How does punctuation change how we read a passage? What strategies can be used to support an opinion?	<b><u>Big Idea 3</u></b> Students will write an essay to support an opinion on a given topic, using proper sentence mechanics <b><u>Essential Questions:</u></b> How does punctuation change how we read a passage? What strategies can be used to support an opinion?	<b><u>Big Idea 4:</u></b> Students will write a biography of a famous person that includes complex sentence structures. <b><u>Essential Questions:</u></b> What structure is needed in writing a biography? What elements of a biography can influence the reader?	<b><u>Big Idea 4:</u></b> Students will write a biography of a famous person that includes complex sentence structures. <b><u>Essential Questions:</u></b> What structure is needed in writing a biography? What elements of a biography can influence the reader?	
<b><u>Assessment</u></b>	Q & A ( Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share	Q & A ( Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share	Q & A ( Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share	Q & A ( Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share	
<b><u>Key Vocabulary</u></b>	Bandwagon, argumentative, merit, support, rationale, image, appeal, tactic	Bandwagon, argumentative, merit, support, rationale, image, appeal, tactic	Coordinating conjunctions, subordinating conjunctions, comparative adjectives, superlative adjectives, subject verb agreement, influence, and	Coordinating conjunctions, subordinating conjunctions, comparative adjectives, superlative adjectives, subject verb agreement, influence, and	

			biography	biography	
<b><u>Resources/Materials</u></b>	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets	