

Quarter: 2nd Qtr.

3rd GRADE CURRICULUM MAP

Subject: ELA

<u>MONTH:</u>	<u>WEEK 1</u>	<u>WEEK 2</u>	<u>WEEK 3</u>	<u>WEEK 4</u>	<u>WEEK 5</u>
<u>Concept:</u> <u>CCSS</u>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3 Describe 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 and effect.</p> <p>3.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly; include illustrations when useful to aiding comprehension.</p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3 Describe 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 and effect.</p> <p>3.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly; include illustrations when useful to aiding comprehension.</p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3 Describe 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 and effect.</p> <p>3.W.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly; include illustrations when useful to aiding comprehension.</p>	<p>3.RI.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.</p> <p>3. RI.6 Distinguish their own point of view from that of the author of a book.</p> <p>3.W.2b Write informative explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, and details.</p> <p>3.W.1b Write opinion pieces on topic or texts, supporting a point of view with reasons: Provide reasons that support the opinion.</p> <p>3. SL.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-</p>	<p>3.RI.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.</p> <p>3. RI.6 Distinguish their own point of view from that of the author of a book.</p> <p>3.W.2b Write informative explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, and details.</p> <p>3.W.1b Write opinion pieces on topic or texts, supporting a point of view with reasons: Provide reasons that support the opinion.</p> <p>3. SL.1c Engage effectively in a range of collaborative</p>

				led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	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: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
<u>Big Idea and Essential Question</u>	<u>Big Idea 1:</u> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a nonfiction reading selection. <u>Essential Question:</u> How does informational writing differ from narrative writing?	<u>Big Idea 1:</u> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a nonfiction reading selection. <u>Essential Question:</u> How does informational writing differ from narrative writing?	<u>Big Idea 1:</u> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a nonfiction reading selection. <u>Essential Question:</u> How does informational writing differ from narrative writing?	<u>Big idea 2:</u> Students will write supported opinion pieces by using evidence from text and personal experiences. <u>Essential Question:</u> Why is it important to back up your answers or writing with evidence?	<u>Big idea 2:</u> Students will write supported opinion pieces by using evidence from text and personal experiences. <u>Essential Question:</u> Why is it important to back up your answers or writing with evidence?
<u>Assessment</u>	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test
<u>Key</u>	text-based answers, main	text-based answers, main	text-based answers, main	academic vocabulary,	academic vocabulary,

<u>Vocabulary</u>	topic, supporting facts, compare and contrast	topic, supporting facts, compare and contrast	topic, supporting facts, compare and contrast	domain-specific vocabulary, point of view, strategy, image, persuasion, argumentative	domain-specific vocabulary, point of view, strategy, image, persuasion, argumentative
<u>Resources /Materials</u>	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions—informational text • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, (Writing Sentences), pp. 32–47 • Houghton Mifflin Third Grade English, U.9, (Writing a Research Report), pp. 319–325 • Houghton Mifflin Third Grade Reading, Theme 4, Writing 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions—informational text • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, (Writing Sentences), pp. 32–47 • Houghton Mifflin Third Grade English, U.9, (Writing a Research Report), pp. 319–325 • Houghton Mifflin Third Grade Reading, Theme 4, Writing 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions—informational text • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, (Writing Sentences), pp. 32–47 • Houghton Mifflin Third Grade English, U.9, (Writing a Research Report), 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix A: information regarding opinion writing pp. 23–25 • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, (Writing sentences), pp. 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix A: information regarding opinion writing pp. 23–25 • http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, (Writing sentences), pp.

	<p>Model: A Research Report, pp. 40–43</p> <p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets</p>	<p>Model: A Research Report, pp. 40–43</p> <p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets</p>	<p>pp. 319–325</p> <ul style="list-style-type: none"> Houghton Mifflin Third Grade Reading, Theme 4, Writing Model: A Research Report, pp. 40–43 <p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets</p>	<p>32–47</p> <ul style="list-style-type: none"> Houghton Mifflin Third Grade English, U.9, (Writing a Research Report), pp. 319–325 Houghton Mifflin Third Grade English, U. 12, Writing to Persuade, pp. 422–444 Houghton Mifflin Third Grade English, Section 3, Opinion Paragraphs, pp. 383–410 Houghton Mifflin Third Grade Reading, Theme 6, Writing Model, pp. 338–339 (Writing Persuasive Essay) Houghton Mifflin Third Grade Reading Theme 4, Writing Model, pp. 40– 	<p>32–47</p> <ul style="list-style-type: none"> Houghton Mifflin Third Grade English, U.9, (Writing a Research Report), pp. 319–325 Houghton Mifflin Third Grade English, U. 12, Writing to Persuade, pp. 422–444 Houghton Mifflin Third Grade English, Section 3, Opinion Paragraphs, pp. 383–410 Houghton Mifflin Third Grade Reading, Theme 6, Writing Model, pp. 338–339 (Writing Persuasive Essay) Houghton Mifflin Third Grade Reading
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				43 (A Research Report) DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets	Theme 4, Writing Model, pp. 40–43 (A Research Report) DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets
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Quarter: 2nd Qtr.

3rd GRADE CURRICULUM MAP

Subject: ELA

<u>MONTH:</u> <u>October</u> <u>to</u> <u>January</u>	<u>WEEK 6</u>	<u>WEEK 7</u>	<u>WEEK 8</u>	<u>Week 9</u>	
<u>Concept:</u> <u>CCSS</u>	<p>3.RI.5 Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.W.2d Write informative /explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.</p> <p>3.SL.1b Engage</p>	<p>3.RI.5 Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.W.2d Write informative /explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.</p> <p>3.SL.1b Engage effectively in a range of</p>	<p>3.W.1b-d Write opinion pieces on topics or texts, supporting a point of view with 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.</p> <p>3.L.i Demonstrate command of conventions of standard English grammar and usage when</p>	<p>3.W.1b-d Write opinion pieces on topics or texts, supporting a point of view with 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.</p> <p>3.L.i Demonstrate command of conventions of standard English grammar and usage when writing and speaking: Produce simple, compound, and complex sentences.</p>	

	<p>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: 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). 3.L.2.e Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing: Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>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: 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). 3.L.2.e Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing: Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>writing and speaking: Produce simple, compound, and complex sentences.</p>		
<p><u>Big Idea and Essential Question</u></p>	<p><u>Big Idea 3</u> Students will compose an informative essay using proper mechanics and text features (e.g., headings, captions, key words) <u>Essential Questions:</u> How are text features important in organizing information? Why are</p>	<p><u>Big Idea 3</u> Students will compose an informative essay using proper mechanics and text features (e.g., headings, captions, key words) <u>Essential Questions:</u> How are text features important in organizing information? Why are</p>	<p><u>Big Idea 4:</u> Students will compose an opinion piece using simple, compound, and complex sentences. <u>Essential Questions:</u> How is an essay’s concluding statement created?</p>	<p><u>Big Idea 4:</u> Students will compose an opinion piece using simple, compound, and complex sentences. <u>Essential Questions:</u> How is an essay’s concluding statement created?</p>	

	mechanics relevant to presenting information?	mechanics relevant to presenting information?			
<u>Assessment</u>	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share Common Core Worksheets Quiz and/or Test	
<u>Key Vocabulary</u>	captions, heading, key words, sidebars, hyperlink, notation, claims	captions, heading, key words, sidebars, hyperlink, notation, claims	opinion, reasoning, rationale, concluding statement, supporting, compound sentence, complex sentence, claim	opinion, reasoning, rationale, concluding statement, supporting, compound sentence, complex sentence, claim	
<u>Resources /Materials</u>	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • http://www.internet4classrooms.com/textfeatures (information regarding text features) • Houghton Mifflin Third Grade English, U.1, (Writing sentences), pp. 32–47 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • http://www.internet4classrooms.com/textfeatures (information regarding text features) • Houghton Mifflin Third Grade English, U.1, (Writing sentences), pp. 32–47 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, The Sentence, pp. 31–47, 110–111 • Houghton Mifflin Third Grade English, U. 12, Writing to Persuade, pp. 422–444 	<ul style="list-style-type: none"> • http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation • Houghton Mifflin Third Grade English, U.1, The Sentence, pp. 31–47, 110–111 • Houghton Mifflin Third Grade English, U. 12, Writing to Persuade, pp. 422–444 • Houghton Mifflin Third Grade English, Section 3, Opinion Paragraphs, 	

	<ul style="list-style-type: none"> • Houghton Mifflin Third Grade English, U.9, (Writing a Research Report) pp. 319–325 • Houghton Mifflin Third Grade Reading, Theme 4, Student Writing Model: A Research Report, pp. 40–43 	<p>47</p> <ul style="list-style-type: none"> • Houghton Mifflin Third Grade English, U.9, (Writing a Research Report) pp. 319–325 • Houghton Mifflin Third Grade Reading, Theme 4, Student Writing Model: A Research Report, pp. 40–43 	<p>422–444</p> <ul style="list-style-type: none"> • Houghton Mifflin Third Grade English, Section 3, Opinion Paragraphs, pp. 383–410 • Houghton Mifflin Third Grade Reading, Theme 6, Writing Model, pp. 338–339 (Writing Persuasive Essay) 	<p>pp. 383–410</p> <ul style="list-style-type: none"> • Houghton Mifflin Third Grade Reading, Theme 6, Writing Model, pp. 338–339 (Writing Persuasive Essay) 	
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