

Quarter: **4th Qtr.**

3rd GRADE CURRICULUM MAP

Subject: **ELA**

<u>MONTH:</u> <u>Mar. to</u> <u>May</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>Standards: 3.L.4a and d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: a) Use sentence-level context as a clue to the meaning of a word or phrase; d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.L.5b-c</p> <p>Demonstrate understanding of word relationships and nuances in word meanings: b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard,</p>	<p>Standards: 3.L.4a and d</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: a) Use sentence-level context as a clue to the meaning of a word or phrase; d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.L.5b-c</p> <p>Demonstrate understanding of word relationships and nuances in word meanings: b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard,</p>	<p>Standards: 3.RI.9</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.W.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5</p> <p>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.)</p>	<p>Standards: 3.W.6</p> <p>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.</p> <p>3.W.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>Standards: 3.W.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.10</p> <p>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.</p>

	wondered).	wondered).			
<u>Big Idea, Essential Question and Vocabulary</u>	<p><u>Big Idea 1:</u> Big Idea 1, Quarter 4: Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words.</p> <p><u>Essential Question:</u> Essential Question(s): How can we use context clues to determine meanings of unfamiliar words? How can using context clues be useful during independent reading?</p>	<p><u>Big Idea 1:</u> Big Idea 1, Quarter 4: Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words.</p> <p><u>Essential Question:</u> Essential Question(s): How can we use context clues to determine meanings of unfamiliar words? How can using context clues be useful during independent reading?</p>	<p><u>Big Idea 2, Quarter 4:</u> Students will create different genres by transforming ideas into a finished publication using a writing process.</p> <p><u>Essential Question(s):</u> What are some examples of different genres of writing? How might authors collect/organize their thoughts when writing a book? What important steps are involved in the “writing process”?</p>	<p><u>Big Idea 2, Quarter 4:</u> Students will create different genres by transforming ideas into a finished publication using a writing process.</p> <p><u>Essential Question(s):</u> What are some examples of different genres of writing? How might authors collect/organize their thoughts when writing a book? What important steps are involved in the “writing process”?</p>	<p><u>Big Idea 2, Quarter 4:</u> Students will create different genres by transforming ideas into a finished publication using a writing process.</p> <p><u>Essential Question(s):</u> What are some examples of different genres of writing? How might authors collect/organize their thoughts when writing a book? What important steps are involved in the “writing process”?</p>
<u>Assessment</u>	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	Q & A (Oral & Writing) Story Reading Writing Activities/prompts Think, Pair, Share
Key Vocabulary:	glossary, dictionary, reference, digital, icon,	glossary, dictionary, reference, digital, icon,	genre, topic, plot, peer review, reflect, revise,	genre, topic, plot, peer review, reflect, revise,	genre, topic, plot, peer review, reflect, revise,
<u>Resources and Material</u>	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets ces & Links to Technology http://superteacherworksheets.com/analogyworksheets.com/analogyworksheets.com/analogyworksheets.com/	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets ces & Links to Technology http://superteacherworksheets.com/analogyworksheets.com/analogyworksheets.com/analogyworksheets.com/	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets ces & Links to Technology Technology: http://www.corestandards.org/ELA-LiteracyAppendix	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets ces & Links to Technology Technology: http://www.corestandards.org/ELA-LiteracyAppendix	ces & Links to Technology: http://www.corestandards.org/ELA-LiteracyAppendix B: grade-level reading text suggestions http://www.corestandards.org/ELA-LiteracyAppendix C: grade-level

	<p>students Houghton Mifflin Third Grade English, Tools and Tips, Using a Dictionary, p. H16 Houghton Mifflin Third Grade Spelling and Vocabulary, How to Use a Dictionary, p. 286 Houghton Mifflin Third Grade Spelling and Vocabulary, Using the Thesaurus, pp. 256–263</p>	<p>students Houghton Mifflin Third Grade English, Tools and Tips, Using a Dictionary, p. H16 Houghton Mifflin Third Grade Spelling and Vocabulary, How to Use a Dictionary, p. 286 Houghton Mifflin Third Grade Spelling and Vocabulary, Using the Thesaurus, pp. 256–263</p>	<p>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, Getting Started, The Writing Process, pp. 7–27 Houghton Mifflin Third Grade English, U.7–U.12 (different genre of writing) Houghton Mifflin Third Grade English, Tools and Tips, Computers and the Writing Process, pp. H35–H38</p>	<p>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, Getting Started, The Writing Process, pp. 7–27 Houghton Mifflin Third Grade English, U.7–U.12 (different genre of writing) Houghton Mifflin Third Grade English, Tools and Tips, Computers and the Writing Process, pp. H35–H38</p>	<p>writing samples with annotation Houghton Mifflin Third Grade English, Getting Started, The Writing Process, pp. 7–27 Houghton Mifflin Third Grade English, U.7–U.12 (different genre of writing) Houghton Mifflin Third Grade English, Tools and Tips, Computers and the Writing Process, pp. H35–H38</p>
--	---	---	--	---	--

Quarter: **4th Qtr.**

3rd GRADE CURRICULUM MAP

Subject: **ELA**

<u>MONTH:</u> <u>Mar. -May</u>	<u>WEEK 6</u>	<u>WEEK 7</u>	<u>WEEK 8</u>	<u>WEEK 9</u>
---	----------------------	----------------------	----------------------	----------------------

<p><u>Concept: CCSS</u></p>	<p>Standards: 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</p>	<p>Standards: 3.RF.4c Read with sufficient accuracy and fluency to support comprehension: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 3.L.4b-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: b) Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>Standards: 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. when appropriate to emphasize or enhance certain facts or details. 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 ?anguage standards 1 and 3 on page 28 for specific expectations.)</p>	<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace? add visual displays when appropriate to emphasize or enhance certain facts or details. 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ?See grade 3</p>
<p><u>Big Idea and Essential Questions</u></p>	<p>Big Idea 3, Quarter 4: Students will compare and contrast different literary elements written by the same author about the same or similar characters (e.g., in books from a series). Essential Question(s): What are similarities and differences between genre</p>	<p>Big Idea 3, Quarter 4: Students will compare and contrast different literary elements written by the same author about the same or similar characters (e.g., in books from a series). Essential Question(s): What are similarities and differences between genre</p>	<p>Big Idea 3, Quarter 4: Students will create oral presentations from their own writing and research. Essential Question(s): How does a speaker best address an audience? What is the role of a listener in an oral presentation? How are oral presentations</p>	<p>Big Idea 3, Quarter 4: Students will create oral presentations from their own writing and research. Essential Question(s): How does a speaker best address an audience? What is the role of a listener in an oral presentation? How are oral presentations</p>

	types? How are context clues used throughout different genres? What are different styles of writing?	types? How are context clues used throughout different genres? What are different styles of writing?	important in our society?	important in our society?
Assessment	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
Key Vocabulary	author study, text structure, self-correct, root	author study, text structure, self-correct, root	presenting, norms, pacing, posture, volume,	presenting, norms, pacing, posture, volume,
Resources/Materials	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions Houghton Mifflin Third Grade Reading, Theme 4, Read and Compare, pp. 100, 252 Houghton Mifflin Third Grade Reading, Theme 5, Focus on Genre: Fairytales, Cinderella, and Yeh-Shen: A Cinderella Story from China, pp. 270–294 Houghton Mifflin Third Grade Reading, Theme 6, Ramon Quimby, Age 8 and Henry and Ramona, pp. 370–399 (compare stories by same author)	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions Houghton Mifflin Third Grade Reading, Theme 4, Read and Compare, pp. 100, 252 Houghton Mifflin Third Grade Reading, Theme 5, Focus on Genre: Fairytales, Cinderella, and Yeh-Shen: A Cinderella Story from China, pp. 270–294 Houghton Mifflin Third Grade Reading, Theme 6, Ramon Quimby, Age 8 and Henry and Ramona, pp. 370–399 (compare stories by same author)	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions Houghton Mifflin Third Grade English, Tools and Tips, Using Visuals and Making an Electronic Multimedia Project, pp. H24, H41	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions Houghton Mifflin Third Grade English, Tools and Tips, Using Visuals and Making an Electronic Multimedia Project, pp. H24, H41