

Quarter: **3rd Qtr.**

3rd GRADE CURRICULUM MAP

Subject: **ELA**

<u>MONT H: Jan. to Mar.</u>	<u>WEEK 1</u>	<u>WEEK 2</u>	<u>WEEK 3</u>	<u>WEEK 4</u>	<u>WEEK 5</u>
<u>Concept : CCSS</u>	Standards: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. the conventions of 3.L.3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening: a) Choose words and phrases for effect; b) Recognize and observe differences between spoken and written standard English.	3.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. 3.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). 3.W.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Standards: 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.SL.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.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause and effect, first/second/third in a sequence). visually, quantitatively, and orally. 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.
<u>Key Vocabul ary</u>	quote, site, literal, nonliteral, domain-specific, academic vocabulary,	quote, site, literal, nonliteral, domain-specific, academic vocabulary,	quote, site, literal, nonliteral, domain-specific, academic vocabulary,	narrative, narrator, characters, sequence, impact, setting, event	narrative, narrator, characters, sequence, impact, setting, event

	prosody, expression, text	prosody, expression, text	prosody, expression, text		
<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
<u>Big Idea and Essential Question</u>	Weeks 1-2.5: <u>Big Idea 1:</u> Students will be able to ask and answer clarifying questions to support comprehension. <u>Essential Question:</u> How do clarifying questions help a reader?	Weeks 1-2.5: <u>Big Idea 1:</u> Students will be able to ask and answer clarifying questions to support comprehension. <u>Essential Question:</u> How do clarifying questions help a reader?	Weeks 1-2.5: <u>Big Idea 1:</u> Students will be able to ask and answer clarifying questions to support comprehension. <u>Essential Question:</u> How do clarifying questions help a reader?	2.5-5: <u>Big Idea 2:</u> Students will use information from illustrations and texts to compose a narrative essay. <u>Essential Questions:</u> Essential Question(s): How can illustrations support writing an essay? How can information from texts be useful in writing an essay?	2.5-5: <u>Big Idea 2:</u> Students will use information from illustrations and texts to compose a narrative essay. <u>Essential Questions:</u> Essential Question(s): How can illustrations support writing an essay? How can information from texts be useful in writing an essay?
<u>Resources and Materials</u>	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions Houghton Mifflin Third Grade English, Getting Started, Speaking, Listening and Viewing, pp. 1–6 Houghton Mifflin Third Grade English, Similes, p. H11	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation Houghton Mifflin Third Grade Reading, Tools and Tips, Using Visuals,	DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading suggestions http://www.corestandards.org/ELA-Literacy Appendix C: grade-level writing samples with annotation Houghton Mifflin Third Grade Reading, Tools and Tips, Using Visuals,

	Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36	Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36	Houghton Mifflin Third Grade Reading, How to Use the SQRR Plan, p. 36	p. H.24 Houghton Mifflin Third Grade Reading, Genre: Photo Essay, pp. 248–253 (How to read a photo essay)	p. H.24 Houghton Mifflin Third Grade Reading, Genre: Photo Essay, pp. 248–253 (How to read a photo essay)
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Quarter: 3rd Qtr.

3rd GRADE CURRICULUM MAP

Subject: ELA

<u>MONTH:</u>	<u>WEEK 6</u>	<u>WEEK 7</u>	<u>WEEK 8</u>	<u>WEEK 9</u>	
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<u>Jan -March</u>				
<u>Concept: CCSS</u>	<p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>3.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3.W.3b-d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure.</p>	<p>3.RF.4b Read with sufficient accuracy and fluency to support comprehension: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>3.W.3b-d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: b) Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; c) Use temporal words and phrases to signal event order; d) Provide a sense of closure.</p>
<u>Skill or Key Vocabulary</u>	poem, play, stanza, chapter, scene, sequence, related, perspective, point of view	Key Vocabulary dialogue, transitional, closure, prose, poetry, meter, rhyme	Key Vocabulary dialogue, transitional, closure, prose, poetry, meter, rhyme	Key Vocabulary dialogue, transitional, closure, prose, poetry, meter, rhyme
<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
<u>Big Idea and Essential Question</u>	Week 6: <u>Big Idea 3 :</u> Students will be able to distinguish different points of	Weeks 7-9: <u>Big Idea 4:</u> Students will be able to create and present expressive and/or	Weeks 7-9: <u>Big Idea 4:</u> Students will be able to create and present expressive and/or	Weeks 7-9: <u>Big Idea 4:</u> Students will be able to create and present expressive and/or

	<p>view (character’s, author’s, narrator’s) found in different literary genres.</p> <p><u>Essential Questions:</u> How would a story change if told from a different point of view? How does an author get his/her point across to the reader?</p>	<p>interpretive writing.</p> <p><u>Essential Questions:</u> How can a writer use “temporal” words to create a clear sequence of events? What are ways to keep readers engaged in writing? What are ways to keep audiences engaged in oral presentations?</p>	<p>interpretive writing.</p> <p><u>Essential Questions:</u> How can a writer use “temporal” words to create a clear sequence of events? What are ways to keep readers engaged in writing? What are ways to keep audiences engaged in oral presentations?</p>	<p>interpretive writing.</p> <p><u>Essential Questions:</u> How can a writer use “temporal” words to create a clear sequence of events? What are ways to keep readers engaged in writing? What are ways to keep audiences engaged in oral presentations?</p>
<u>Resources/Materials</u>	<p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets http://www.corestandards.org/ELA-Literacy Appendix B: grade-level reading text suggestions Harcourt Third Grade Horizon, Chapter 8, Determine Point of View in Pictures, pp. 266–267 Houghton Mifflin Third Grade English, U.11, Opinion, pp.420–421 (Finding the viewpoint in pictures) Houghton Mifflin Third Grade Reading, Theme 1, Theme 4, How to Read a Poem, pp. 118, 196 Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150</p>	<p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets 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.8, Writing a Story, pp. 287–307. Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Poem, pp. 96 Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150.</p>	<p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets 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.8, Writing a Story, pp. 287–307. Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Poem, pp. 96 Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150.</p>	<p>DI Materials Content Textbooks (Houghton, McGraw) Online Resources and Worksheets 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.8, Writing a Story, pp. 287–307. Houghton Mifflin Third Grade Reading, Theme 1, How to Read a Poem, pp. 96 Houghton Mifflin Third Grade Reading, Theme 1, Focus on Genre: Poetry, pp. 138–150.</p>