



ELA Curriculum Map 2018-2019

3rd Grade

Quarter	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
2							
Unit 2 4-5	RL.	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.10 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.</p>	<p>3.1 Provides questions and/or answers that show understanding of the text, referring explicitly to the text as the basis for the answers.</p> <p>3.2 Re-tell and recount of stories, including fables, folktales, and myths from diverse cultures.</p> <p>3.6 Provides a point of view that is different than the narrator.</p> <p>3.10 Read and comprehend literature, including stories, dramas, and poetry.</p>	<p>Unit 2 Week 4</p> <ul style="list-style-type: none"> “Whooping Cranes in Danger” Expository Text <p>Unit 2 Week 5</p> <ul style="list-style-type: none"> “The Inventory Thinks Up Helicopters” Poetry 	<p>Writing Daily</p> <p>Information Week 1-2</p> <p>Narrative Week 3-4</p> <p>Information Week 5-7</p>	<p>Wonders Weekly Assessments</p> <p>Wonders Unit Assessments</p> <p>Wonders Benchmark Assessment</p> <p>Wonders Selection Test</p> <p>Wonders Fluency Test</p>	<p>Curriculum EngageNY</p> <p>https://www.engage.org/resource/grade-3-english-language-arts</p> <p>Time for Learning-</p> <p>Teachers must pay to use this site https://www.time4learning.com/education/third_grade.shtml#language</p>
	Unit 4 1-5	RI.	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>3.1 Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.4 Demonstrate the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)</p> <p>3.9 Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)</p>	<p>Unit 4 Week 1</p> <ul style="list-style-type: none"> “The Real Story of Stone Soup” Folktale 		

	3.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.	3.10 Read and comprehend informational texts, including history/social studies, science, and technical texts.			Worksheets https://www.education.com/worksheets/ela/
RF.	<p>3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>3.4.a Read grade-level text with purpose and understanding.</p> <p>3.4. b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.3 Apply grade level phonics and word analysis skills in decoding words.</p> <p>3.4 Demonstrate sufficient, accurate and fluent reading to support comprehension.</p> <p>3.4.a Demonstrate the ability to read grade-level text with purpose and understanding.</p> <p>3.4. b Demonstrate the ability to read grade-level prose and poetry orally with accuracy, and expression on readings</p>	<p>Unit 4 Week 2</p> <ul style="list-style-type: none"> ▪ “The Talented Clementine” ▪ Realistic Fiction <p>Unit 4 Week 3</p> <ul style="list-style-type: none"> ▪ “Amazing Animals of the Mojave” ▪ Expository Text 		<p>Wonders Free Templates</p> <p>http://www.theteachersguide.com/t hirdgradewonders unitoneweekone.htm</p> <p>Super Teacher (paying site)</p> <p>https://www.superteacherworksheets.com/common-core/</p>
W.	<p>3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.3.c Use temporal words and phrases to signal event order.</p> <p>3.3.d Provide a sense of closure.</p> <p>3.5 With guidance and support from peers and adults, develop and strengthen writing as needed</p>	<p>3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3.3.c Use temporal words and phrases to signal event order.</p> <p>3.3.d Provide a sense of closure.</p> <p>3.5 With guidance and support from peers and adults, develop and strengthen writing as</p>	<p>Unit 4 Week 4</p> <ul style="list-style-type: none"> ▪ “HotAir Balloons” ▪ Expository Text <p>Unit 4 Week 5</p> <ul style="list-style-type: none"> ▪ “The Winningest Woman of the Iditarod Dog Sled Race” 		<p>English Worksheets Land</p> <p>https://www.englishworksheetsland.com/grade3/index.html</p> <p>Big Learners</p> <p>https://www.biglearners.com/comm</p>

		<p>by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>3.6 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>3.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.10. 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>	<p>needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)</p> <p>3.6 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>3.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.10. 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>	<ul style="list-style-type: none"> Poetry 			<p>on-core/worksheets/grade-3/english/reading-literature/</p> <p>Teachers pays teacher</p> <p>Assessments</p> <p>I-Station</p> <p>Wonders Online Assessments (Students)</p>
	<p>SL.</p>	<p>3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>3.1.b 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).</p> <p>3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>3.1. Demonstrates ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing own ideas clearly. (1)</p> <p>3.1.a Demonstrates readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion. (2)</p> <p>3.1.b Demonstrates ability to follow agreed-upon rules for discussions. (3)</p> <p>3.1.c Demonstrates ability to ask questions to check understanding of information presented.</p>				

		<p>3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>3.2 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</p>	<p>3.1.d Demonstrates the ability to determine the main idea and supporting details of a text read aloud. (1)</p> <p>3.2. Demonstrates the ability to determine the main idea and supporting details of a text read aloud. (1)</p>				
L.		<p>3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.1. a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.1.b Form and use regular and irregular plural nouns.</p> <p>3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>3.1.d Form and use regular and irregular verbs.</p> <p>3.1.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>3.1. f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.1.h Use coordinating and subordinating conjunctions.</p> <p>3.1.i Produce simple, compound, and complex sentences.</p> <p>3.2 Demonstrate command of the conventions of</p>	<p>3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3.1.b Form and use regular and irregular plural nouns.</p> <p>3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>3.1.d Form and use regular and irregular verbs.</p> <p>3.1.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>3.1.f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3.1.h Use coordinating and subordinating conjunctions.</p> <p>3.1.i Produce simple, compound, and complex sentences.</p> <p>3.2 Demonstrate command of the conventions of</p>				

	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>3.2.a Capitalize appropriate words in titles.</p> <p>3.2.b Use commas in addresses.</p> <p>3.2.c Use commas and quotation marks in dialogue.</p> <p>3.2.d Form and use possessives.</p> <p>3.2. e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>3.2.f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.3. a Choose words and phrases for effect.</p> <p>3.3.b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.4.a Use sentence-level context as a clue to the</p>	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>3.2.a Capitalize appropriate words in titles.</p> <p>3.2.b Use commas in addresses.</p> <p>3.3.c Use commas and quotation marks in dialogue.</p> <p>3.3.d Form and use possessives.</p> <p>3.3.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>3.3.f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>3.3.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.3.a Choose words and phrases for effect.</p> <p>3.3.b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>				
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	<p>meaning of a word or phrase.</p> <p>3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable,</i></p> <p>3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>3.4. d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>				
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