



ELA Curriculum Map 2018-2019

3rd Grade

Quarter 3	Strand	Focus Standards	Essential Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
Unit 5 1-5	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>3.10 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 a text, referring explicitly to the text as the basis for the answers.</p> <p>3.10 Read and comprehend literature, including stories, dramas, and poetry.</p>	<p>Unit 5 Week 1</p> <ul style="list-style-type: none"> ▪ “Clever Jack Takes the Cake” ▪ Fairytale 	<p>Daily Writing</p> <p>Creative and Descriptive Week 1</p> <p>Information and Letters Week 2-6</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</p> <p>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>
	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>3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.10 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.</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>3.5 use text features and search tools.</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.</p> <p>3.10 Read and comprehend informational texts, including history/social studies, science, and technical texts.</p>	<p>Unit 5 Week 2</p> <ul style="list-style-type: none"> ▪ “Barvo, Tavo!” ▪ Realistic Fiction <p>Unit 5 Week 3</p> <ul style="list-style-type: none"> ▪ “Wildfires” ▪ Expository Text 			
	RF.	<p>3.3 Know and apply grade-level phonics and</p>	<p>3.3 Demonstrate the ability to apply grade level</p>				
Unit 3 1-3							Reading and Writing

	<p>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>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 Read grade-level text with purpose and understanding.</p> <p>3.4.b Read grade-level prose and poetry orally with accuracy, and expression on readings.</p> <p>3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Unit 5 Week 4</p> <ul style="list-style-type: none"> ▪ “Elizabeth Leads the Way: Elizabeth Cody Stanton and the Right to Vote” ▪ Biography 			<p>Worksheets https://www.education.com/worksheets/ela/</p> <p>Wonders Free Templates</p> <p>http://www.theachersguide.com/t hirdgradewonders unitoneweekone.htm</p>
<p>W.</p>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.1.b Provide reasons that support the opinion.</p> <p>3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>3.1.d Provide a concluding statement or section.</p> <p>3.5 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 up to and including grade 3 here.)</p>	<p>3.1 Demonstrate appropriate student responses that address the prompt and shows effective development of the topic supporting their point of view with reasons.</p> <p>3.1. a Demonstrate appropriate topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>3.1. b Demonstrate appropriate reasons that support the opinion.</p> <p>3.1.c Demonstrate the use of linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>3.1. d Demonstrate the ability to provide a concluding statement or section.</p> <p>3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Unit 5 Week 5</p> <ul style="list-style-type: none"> ▪ “It’s All in the Wind” ▪ Expository Text <p>Unit 3 Week 1</p> <ul style="list-style-type: none"> ▪ “Martina the Beautiful Cockroach” ▪ Folktale <p>Unit 3 Week 2</p> <ul style="list-style-type: none"> ▪ “Finding Lincoln” ▪ Historical Fiction 			<p>Super Teacher (paying site)</p> <p>https://www.superteacherworksheets.com/common-core/</p> <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>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>W.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>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>Unit 3 Week 3</p> <ul style="list-style-type: none"> ▪ “Earth” ▪ Expository Text 			<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.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</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 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 ideas and supporting details from information</p>				

		presented in diverse media and formats, including visually, quantitatively, and orally.	presented in diverse media formats.				
L.	3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	3.1. a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				
	3.1.b Form and use regular and irregular plural nouns.	3.1.b Form and use regular and irregular plural nouns.	3.1.b Form and use regular and irregular plural nouns.				
	3.1.c Use abstract nouns (e.g., <i>childhood</i>).	3.1.c Use abstract nouns (e.g., <i>childhood</i>).	3.1.c Use abstract nouns (e.g., <i>childhood</i>).				
	3.1.d Form and use regular and irregular verbs.	3.1.d Form and use regular and irregular verbs.	3.1.d Form and use regular and irregular verbs.				
	3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.				
	3.1. f Ensure subject-verb and pronoun-antecedent agreement.	3.1.f Ensure subject-verb and pronoun-antecedent agreement.	3.1.f Ensure subject-verb and pronoun-antecedent agreement.				
	3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.				
	3.1.h Use coordinating and subordinating conjunctions.	3.1.h Use coordinating and subordinating conjunctions.	3.1.h Use coordinating and subordinating conjunctions.				
	3.1.i Produce simple, compound, and complex sentences.	3.1.i Produce simple, compound, and complex sentences.	3.1.i Produce simple, compound, and complex sentences.				
	3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	3.2.a Capitalize appropriate words in titles.	3.2.a Capitalize appropriate words in titles.	3.2.a Capitalize appropriate words in titles.				
	3.2.b Use commas in addresses.	3.2.b Use commas in addresses.	3.2.b Use commas in addresses.				
	3.2.c Use commas and quotation marks in dialogue.	3.3.c Use commas and quotation marks in dialogue.	3.3.c Use commas and quotation marks in dialogue.				

		<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 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</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> <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</p>				
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	<p>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>3.6 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., <i>After dinner that night we went looking for them</i>).</p>	<p>(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>3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>				
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