



ESPAÑOLA PUBLIC SCHOOLS

REACHING FOR EXCELLENCE

ELA Curriculum Map 2018-2019

3rd Grade

Quarter 4	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
	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>3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.9 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)</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>3.4. Demonstrates the ability to determine the meaning of words and phrases as they are used in the text.</p> <p>3.9. Provides comparison and contrast to themes of stories written by the same author about similar characters in a series.</p> <p>Provides comparison and contrast of settings of stories written by the same author about similar characters.</p> <p>Provides comparison and contrast to Plots of stories written by the same author about similar characters in a series.</p> <p>3.10 Read and comprehend literature, including stories, dramas, and poetry.</p>	<p>Unit 3 Week 4 "Big Ideas from Nature" Expository Text</p> <p>Unit 3 Week 5 "Riding the Rails West!" Expository Text</p> <p>Unit 6 Week 1 "King Midas and the Golden Touch" Drama/Myth</p> <p>Unit 6 Week 2</p>	<p>Daily Writing</p> <p>Information Week 1-2</p> <p>Descriptive Week 3-5</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.engageny.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>

<p>RI.</p>	<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 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.7 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).</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>3.2 Provides a statement of the main idea of text. Provides recounting of key details in a text. Provides an explanation of how key details in a text support the main idea.</p> <p>3.7 Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when why and how key events occur).</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>Nora’s Ark” Historical Fiction</p> <p>Unit 6 Week 3 “Out of this World!” The Ellen Ochoa Story” Historical Fiction</p> <p>Unit 6 Week 4 “Alligators and Crocodiles” Expository Text</p> <p>Unit 6 Week 5 “Ollie’s Escape” Poetry</p>			<p>Reading and Writing</p> <p>Worksheets https://www.education.com/worksheets/ela/</p> <p>Wonders Free Templates</p> <p>http://www.theteachersguide.com/thirdgradewondersunitoneweekone.htm</p> <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/common-core/worksheets/grade-</p>
<p>RF.</p>	<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 Demonstrate the ability to 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 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>W.</p>	<p>3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>3.1 Demonstrate appropriate student responses that address the prompt and shows effective</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>3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>3.2.b Develop the topic with facts, definitions, and details.</p> <p>3.2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>3.2.d Provide a concluding statement or section.</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>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>3.2.a Demonstrate the appropriate use of a topic. Demonstrate the ability to group related information together; include illustrations when useful to aiding comprehension.</p> <p>3.2.b Develop the topic with facts, definitions, and details.</p> <p>3.2.c Demonstrate use linking words and phrases in writing (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>3.2. d Demonstrate the ability to write a concluding statement or section.</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/english/reading-literature/</p> <p>Teachers pays teacher</p> <p>Assessments</p> <p>I-Station</p> <p>Wonders Online Assessments (Students)</p>
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	<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 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>3.10. 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>3.3.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 by planning, revising, and editing.</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>3.10. 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>				
SL.	<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</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.</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.</p> <p>3.1.b Demonstrates ability to follow agreed-upon rules for discussions.</p>				

		<p>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 presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.4 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.</p> <p>3.5 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.</p> <p>3.6 Speak in complete sentences when</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.</p> <p>3.2. Demonstrates the ability to determine the main idea and supporting details of a text read aloud.</p> <p>3.3. Demonstrates the ability to ask and answer questions about information presented by a speaker, providing appropriate elaboration and details.</p> <p>3.4 Demonstrates the ability to report on a topic or text and providing appropriate facts elaboration and details.</p> <p>Demonstrate the ability to tell a story, recount an experience and providing appropriate facts and relevant, descriptive details.</p> <p>Demonstrates the ability to speak clearly at an understandable pace.</p> <p>3.5 Demonstrate the ability to create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable rate.</p> <p>Add visual displays to audio recordings, when appropriate, to emphasize or enhance certain facts or details.</p> <p>3.6 Demonstrates the ability to speak in complete sentences to provide requested detail or</p>				
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		appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	clarification when appropriate to task and situation.				
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 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>3.1 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 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 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>3.2.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>3.3.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>				
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	<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</i>, <i>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</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>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>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</i>, <i>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</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>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>				
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