

Language Arts Curriculum Map- 3rd Grade-Entire School Year (revised 1-20-09)

Timeframe	GLCE	Student Skills	Resources	Integration/Content Area	Assessments
		oral language contexts			Daily Reading
By Sem.- May-as needed	R.WS.03.04	Automatically recognize the 220 Dolch basic sight words and 95 common nouns	Check list of words		100% Given by teacher/parapro
By Sem. May-as needed	R.WS.03.05	Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade	1000 words list		33% of 1000 Given by teacher/parapro by end of year
On-going	R.WS.03.06	Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context	Scott Foresman series		Teacher Observation Daily Reading
On-going	R.WS.03.07	Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text	Scott Foresman series		Teacher Observation Daily Reading Scott Foresman Fluency Unit test
On-going	R.WS.03.08	In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary	Scott Foresman series Magazines such as: National Geog. For Kids	Science Social Studies Math Teacher created mini-lessons	Teacher Observation
	Narrative Text		Fluency Interventions: SF <i>Fresh Reads</i> sent home with students <i>Read Naturally</i> use by Title I staff SF CDs used to model reading to whole class		
On-going Do 1/theme in series	R.NT.03.01	Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit	Scott Foresman series 6 traits		Teacher graded (worksheets)
On-going Do 1/theme in series	R.NT.03.02	Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction	Scott Foresman series Activities Graphic Organizers		Teacher graded (worksheets)
	R.NT.03.03	Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable)			

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On-going Do 1/theme in series	R.NT.03.04	Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits	Scott Foresman series Activities Graphic Organizers Benzie Read. Note.		Teacher graded (worksheets)
	Informational Text				
On-going	R.IT.03.01	identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines	Magazines such as: National Geog. for Kids Science text Social Studies text Internet Math SRB Accelerated Reading	Science Social Studies Math	Teacher graded (worksheets)
On-going AR-read 1 non-fiction book/month 80% comprehension	R.IT.03.02	identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution	Magazines such as: National Geog. for Kids Science text Social Studies text Internet Math SRB Accelerated Reading	Science Social Studies Math	Teacher graded (worksheets)
1 st /2 nd MP	R.IT.03.03	explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas	Science	W.GN.03.03	Presentation Rubric
	Comprehension				
On-going	R.CM.03.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses	Strategies That Work Journals Scott Foresman series		Teacher Observation
On-going	R.CM.03.02	retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text	Scott Foresman series Benzie Read. Note.		Teacher graded (worksheet)
On-going	R.CM.03.03	compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event	Scott Foresman series Benzie Read. Note.	Science Social Studies	Teacher graded (worksheet)

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On-going	R.CM.03.04	apply significant knowledge from grade-level science, social studies, and mathematics texts	Observation Journals	Science Social Studies	Teacher Observation Graded journals
	Metacognition				
On-going	R.MT.03.01	self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing	Scott Foresman series		Teacher Observation
On-going	R.MT.03.02	plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns	Scott Foresman series Benzie Read. Note.		Teacher Observation
	Critical Standards				
On-going	R.CS.03.01	develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others	Class Discussion		Student-created rubric
	Attitude				
On-going	R.AT.03.01	be enthusiastic about reading and do substantial reading and writing on their own	Teacher generated activities		Teacher Observation
	Writing				
	Writing Genres				
3 rd MP	W.GN.03.01	write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits		S.DS.03.02	Variety of rubrics from ISD pacing guide
	W.GN.03.02	write poetry based on reading a wide variety of grade-appropriate poetry			

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1 st /2 nd MP	W.GN.03.03	write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents		Science	Rubric
On-going	W.GN.03.04	Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information		Social Studies (teacher choice) P3.3.Persuasive communication about a public issue S.DS.03.04	Teacher created project rubric
	Writing Process		Scott Foresman <i>Daily Fix It</i> Used weekly		
1 st MP and On-going	W.PR.03.01	Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece	Pattern books If you give...(Laura Numeroff) That's Good That's Bad Who Am I? books Fortunately Unfortunately 6-Traits materials		
On-going	W.PR.03.02	Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast)	6-Traits materials Benzie Writing Notebook MLPP binder		Variety of rubrics from ISD pacing guide and 6-Traits materials
On-going	W.PR.03.03	Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution) -mix up sentence structure/sizes	6-Traits materials (organization)		Teacher conferences

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On-going	W.PR.03.04	Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).	6-Traits materials (organization)		Variety of rubrics from ISD pacing guide and 6-Traits materials
On-going	W.PR.03.05	Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups	6-Traits materials (conventions)		Variety of rubrics from ISD pacing guide and 6-Traits materials
	Personal Style				
On-going	W.PS.03.01	Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage)	6-Traits materials (voice) Great Source-Books, Lesson, Ideas for Teaching 6 Traits Scholastic-Using Picture Books to Teach Writing		Variety of rubrics from ISD pacing guide and 6-Traits materials
	Grammar and Usage				
On-going	W.GR.03.01	In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue	6-Traits materials (conventions) Scott Foresman series Teacher created mini-lessons		Variety of rubrics from ISD pacing guide and 6-Traits materials
	Spelling				
On-going	W.SP.03.01	In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)	Scott Foresman series Teacher created mini-lessons		Variety of rubrics from ISD pacing guide and 6-Traits materials

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	Handwriting				
On-going 4 th MP	W.HW.03.01	Fluently and legibly write the cursive alphabet	Handwriting Without Tears materials	Spelling tests and daily writing	Teacher checks handwriting pages Write spelling list and own name in cursive
	Attitude				
On-going	W.AT.03.01	Be enthusiastic about reading and do substantial reading and writing on their own	Teacher/Class discussion Discussion at Conferences	All areas	Teacher Observation
	Speaking				
When orally present: Science project S.S. report Book talks	Conventions			Science Social Studies Language Arts	Add to project rubric
	S.CN.03.01	Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships	(keep TBAISD speech team informed)		
	S.CN.03.02	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions		Scott Foresman series	
	S.CN.03.03	Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations		Scott Foresman series	
	S.CN.03.04	Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English)		Scott Foresman series	
	S.CN.03.05	Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership		Scott Foresman series	
	Discourse				
On-going	S.DS.03.01	Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols	Teacher/Class discussion	Reading Partners Book Talks Lit Circles Working in pairs Buddies program	Teacher Observation

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3 rd MP	S.DS.03.02	Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience	W.GN.03.01		
On-going	S.DS.03.03	Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding	Magazine such as :National Geographic for Kids (2/3)		Teacher Observation
On-going	S.DS.03.04	Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect		Social Studies (teacher choice) P3.3.Persuasive communication about a public issue W.GN.03.04	Teacher created project rubric
	Listening & Viewing				
On-going	L.CN.03.01	Ask substantive questions of the speaker that will provide additional elaboration and details students will construct questions prior to speaker visit	Fieldtrips Guest speakers Story time Presentations Teacher Discussion Modeling/role play	Science Social Studies	Teacher Observation
On-going	L.CN.03.02	Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, firm handshake, acknowledge when spoken to, attentive, supportive) in small and large group settings	Fieldtrips Guest speakers Story time Presentations Teacher Discussion Modeling/role play	Science Social Studies	Teacher Observation
On-going	L.CN.03.03	Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors	Teacher Discussion Modeling/role play Class Meeting	Science Social Studies	Teacher Observation

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On-going	L.CN.03.04	Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media	Magazine such as: National Geog. Kids Newspapers Television (news) Internet	Science Social Studies	Teacher Observation
	Response				
On-going	L.RP.03.01	Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers	L.CN.03.01	Science Social Studies	Teacher Observation
On-going	L.RP.03.02	Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit	Teacher Read Alouds <i>MI Legends</i> books -Gloria Whalen -Janie Panaogopolous Literature Circles Book Clubs	Social Studies	Teacher Observation Lit Circle rubric
On-going End of Year	L.RP.03.03	Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding	Teacher created activities Journaling Scott Foresman series		Scott Foresmans series tests District ELA assessment
On-going	L.RP.03.04	Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally)	Literature Circles Book Clubs Paired Reading		Teacher Observation Lit Circle rubric
After a guest speaker/ Assembly (on-going)	L.RP.03.05	Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences	Guest Speaker Assembly	Science Social Studies	Teacher Observation