

3rd Grade ELA Curriculum Maps

<p>Unit 1: Quarter 1 Explorers</p> <p>Unit Description During this four week unit students use the theme of explorers to kick-off their school year. The unit begins with students learning about maps by reading a children's atlas. The exploration unit continues with a study of Christopher Columbus. The unit continues with a study of space exploration and students will conduct research on an explorer of their choice.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> • <i>National Geographic Kids Beginner's Atlas</i> • <i>Christopher Columbus</i> • <i>Five Brave Explorers</i> <p>Essential Questions</p> <ul style="list-style-type: none"> • What makes someone an explorer? • Why explore? • How do readers determine the key details to support a main idea? • How do readers answer questions to show they understand the text? • What strategies can you use to determine the meaning of new words? • How does studying the illustrations in a text help you understand the text? 	<p>Reading Standards</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 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>Writing Standards</p> <p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on</p>
--	---	---	--

			sources and sort evidence into provided categories.
--	--	--	---

		Speaking and Listening <i>*See pages 11-12</i>	Language Standards L 3.1a Explain the function of nouns, and verbs in general and their functions in particular sentences. L 3.1b form and use regular and irregular plural nouns
--	--	--	--

<p>Unit 2: Quarter 1 Myths and Ancient Greece</p> <p>Unit Description During this unit students will read common myths studying the central message of the story. Students will also study the visual aspects of a text by analyzing how illustrations contribute to the story. During the unit, students will write their own narrative pieces using characters from the myths read in class.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> <i>The Wooden Horse of Troy</i> <ul style="list-style-type: none"> <i>Perseus and Gray Women</i> <i>Orpheus and Eurydice</i> <i>Various leveled reading texts</i> <p>Essential Questions</p> <ul style="list-style-type: none"> What are the characteristics of a myth? How do the illustrations contribute to a deeper understanding of the text? How do writers support their opinion about books? What are common central messages in myths. 	<p>Reading Standards</p> <p>RL 3.2 Recount stories and myths from diverse cultures; determine the central message or lesson and explain how it is conveyed through key details in the text.</p> <p>RL 3.3 Describe characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL 3.7 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 aspect of a character or setting).</p> <p>RL 3.9 Compare and contrast 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>Writing Standards</p> <p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use temporal words and phrases to signal event order. Provide a sense of closure.
		<p>Speaking and Listening</p> <p>*See pages 11-12</p>	<p>Language Standards</p> <p>L 3.1a Explain the function of pronouns, and adjectives, in general and their functions in particular sentences.</p> <p>L 3.1i Produce simple, compound and complex sentences</p> <p>L 3.2a Capitalize appropriate words in titles</p>

			L 3.2d Form and use possessives
--	--	--	---------------------------------

<p>Unit 3: Quarter 2 Natural Disasters</p> <p>Unit Description During this unit, third grade students will build background knowledge of natural disasters to support the Next Generation Science Standards. Specifically, students will read about hurricanes, tornadoes, tsunamis, and earthquakes. Students will apply their knowledge of the texts by writing informative descriptions after reading.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> <i>Extreme Weather Series</i> <i>Various Leveled Guided Reading Texts</i> <p>Essential Questions</p> <ul style="list-style-type: none"> What are the effects of different natural disasters on a community? What are different ways people can protect themselves if a natural disaster strikes? Why do readers ask questions before, during and after reading? What is a cause and effect relationship and how do you recognize it when reading? How do text features help us locate important information? How do readers compare and contrast important information on the same topic? 	<p>Reading Standards</p> <p>RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI 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>RI 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>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p>	<p>Writing Standards W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement.
		<p>Speaking and Listening</p> <p><i>*See pages 11-12</i></p>	<p>Language Standards</p> <p>L 3.1d Form and use regular and irregular verbs.</p> <p>L 3.1e Form and use the simple (e.g. <i>I walked, I walk, I will walk</i>) verb tenses.</p>

			<p>L 3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L 3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L 3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4d Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
--	--	--	--

<p>Unit 4: Quarter 2 Plays</p> <p>Unit Description In this unit, students will read plays to learn about the structure of dramas and compare stories from different cultures. Students will learn how to write informational essays after reading literature to show their understanding of how an author develops characters.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> • <i>Yeh Shen</i> <p>Essential Questions</p> <ul style="list-style-type: none"> • How are plays similar and different from stories? • What are the parts of all stories? 	<p>Reading Standards</p> <p>RL 3.2 Recount stories, including fables and folktales from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p> <p>RL 3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poem 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>Writing Standards</p> <p>W 3.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement.
--	--	---	--

		<p>Speaking and Listening</p> <p><i>*See pages 11-12</i></p>	<p>Language Standards</p> <p>L 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
			<p>L 3.1h Use coordinating and subordinating conjunctions.</p> <p>L 3.1i Produce simple, compound, and complex sentences.</p> <p>L 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L 3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>L 3.4b 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>L 3.4 c Use a known root word as a clue to the meaning of an</p>

			unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).
--	--	--	--

Unit 5: Quarter 3

Point of View

Unit Description:

This unit is an introduction for students on reading texts to analyze the point of view. Students will study first person and third person point of view of literature and informational text. During the literature study students will be introduced to point of view by reading a biography about Ruby Bridges and sections of her autobiography. During the informational portion of the unit students will learn about The Great Chicago Fire and take a stand on who started the fire.

Anchor Text:

- *The Story of Ruby Bridges*
- *The Pain and the Great One*
- *The Great Chicago Fire*
- *Various leveled readers*

Essential Questions

- What is point of view?
- Do you agree with the way the character or narrator are thinking in this text?
- How is your thinking the same or different?

Reading Standards

RL 3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 3.6 Distinguish their own point of view from that of the author of a text.

RI 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).

Writing Standards

W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

d. Provide a concluding statement or section.

Speaking and Listening

*See pages 11-12

Language Standards

L 3.2c Use commas and quotation marks in dialogue. L 3.1i Produce common, compound and complex sentences.

L 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

<p>Unit 6: Quarter 3 Water Around the World</p> <p>Unit Description In this unit, students learn about the importance of clean freshwater around the world. The unit builds on student's background knowledge of cycles in nature, in order to help them deepen their understanding of their overall dependence on earth's limited water supply.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none">• <i>One Well</i> by Rochelle Strauss• <i>How do We Use Water</i>• <i>The Water Cycle</i> by Bobbie Kalman• <i>The Snowflake</i> by Neil Waldman• <i>Oceans of Trash</i>• <i>Various articles related to the topic</i> <p>Essential Questions</p> <ul style="list-style-type: none">• Where does water come from?• What is the affect of unclean water?• What happens when people don't have access to clean water?	<p>Reading Standards</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Writing Standards</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none">Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.Provide reasons that support the opinionUse linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasonsProvide a concluding statement or section
--	--	---	---

- What are ways to conserve water?
- Where does water come from?
- What is the affect of unclean water?
- What happens when people don't have access to clean water?
- What are ways to conserve water?

Speaking and Listening

**See pages 11-12*

Language Standards

L 3.1 c Use abstract nouns (e.g. childhood)

L 3.4 b Determine the meaning of the new word formed when a know affix is added to a know word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)

<p>Unit 7: Quarter 4 Heroic Animals</p> <p>Unit Description During the culminating unit, third grade students will be applying all literature standards to study <i>Charlotte's Web</i>. The main purpose for reading will be to compare and contrast themes, settings and plots of stories written by the same author. Students will compare <i>Charlotte's Web</i> to <i>Trumpet of the Swan</i> which was read to students earlier in the year. Throughout the unit third graders will read informational texts about the animals featured in <i>Charlotte's Web</i> and other tales of heroic animals.</p>	<p>Anchor Text(s)</p> <ul style="list-style-type: none"> • <i>Trumpet of the Swan</i> • <i>Charlotte's Web</i> • <i>Unlikely Friendships</i> • <i>Various leveled readers</i> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do readers compare and contrast stories written by the same author? • How does a character's actions influence the plot? • How does each chapter of a novel develop the plot? 	<p>Reading Standards</p> <p>RL 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>RL 3.3 Describe characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL 3.5 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>RL 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>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Writing Standards</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. <p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
--	--	--	---

			<p>response of characters to situations</p> <ul style="list-style-type: none"> c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W 3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
		<p>Speaking and Listening</p> <p><i>*See pages 11-12</i></p>	<p>Language Standards</p> <p>L 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>

Standards in all Units

Reading Standards

RL 3.1/RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.4/RI 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Determine the meaning of general academic and domain-specific words and phrases in a text.

RL 3.10/RI 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.

Writing Standards

W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W 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](#).)

W 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.

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.

Language Standards

L 3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

L 3.2f Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words

L 3.3 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 the conventions of spoken and written standard English.

L 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., *After dinner that night we went looking for them*).

Speaking and Listening

SL 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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
- 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).

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- d. Explain their own ideas and understanding in light of the discussion.

SL 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

SL 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 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.

SL 3.6 Speak in complete sentences when 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.)