

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 1						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	3 weeks	<p>This unit focuses on building the classroom community through discussion of themes in literature and poetry; routines of the Common Core Classroom are established; students write narratives that include dialogue and descriptive details.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine central message or theme Explain how key details lead toward theme Analyze characters' traits, motivations, and feelings to determine theme <p>Writing</p> <ul style="list-style-type: none"> Write a narrative: establish a situation and organize the events in a naturally unfolding sequence; use dialogue and descriptive details Daily writing including journals, response to lit <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily talk in partners and small groups Establish rules for discussions Ask questions to check for understanding Explain their own ideas to add to discussion <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Use commas and quotation marks in dialogue Choose words and phrases for effect Distinguish shades of meaning when choosing words in writing Use verb tenses correctly 	<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>Supporting: RL.3.1 RL.3.4 RL.3.5</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> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>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>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>Supporting: W.3.4 W.3.5 W.3.6 W.3.10</p>	<p>1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>1d. Explain their own ideas and understandings in light of the discussion.</p> <p>SL.3.4 Tell a story or recount an experience with appropriate facts, relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.3.1.g Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>L.3.2.d Form and use possessives.</p> <p>L.3.3.a Choose words and phrases for effect.</p> <p>L.3.3.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

English Language Arts Curriculum Map

	<p><u>Designated English Language Development</u></p> <p>Designated ELD is dedicated instructional time during the regular school day where teachers use the CA ELD Standards in ways that build into and from content instruction in order to develop critical English Language skills, knowledge, and abilities needed for content learning in English. During this dedicated instructional time, ELs are grouped by proficiency level and are actively engaged in collaborative discussions where they build awareness about language and develop skills and abilities to use language. Designated ELD supports related to the unit foci are available from the Office of Language Acquisition.</p> <p style="text-align: right;">–Adapted from CA Department of Education ELA/ELD Framework, 2014 draft</p>				
	<p>Unit 1 Resources</p> <p>http://safari.sandi.net/?p=3672d9e8-d9fd-11e3-85a3-842b2b64e69e (overview, tasks, texts; includes building the habits of common core classroom)</p>				

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 2						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	5 weeks	<p>This unit focuses on determining the main idea, rereading to find text based evidence and answer questions about key details that lead to the main idea. Students will write their own informational piece about a topic.</p> <p>Reading</p> <ul style="list-style-type: none"> Use text features and running text to determine the main idea Answer questions about key details that lead to the main idea Reread text for evidence to support thinking Notice structure of text, and key words to describe comparison, cause/effect, sequence words Determine the meaning of general academic and domain specific words and phrases <p>Writing</p> <ul style="list-style-type: none"> Informational piece around a topic: Introduce topic, develop topic with facts and details, use linking words, provide a conclusion Add text features to aid in comprehension Use technology to produce and publish writing Daily writing in response to questions or prompts about informational text <p>Speaking and Listening</p> <ul style="list-style-type: none"> Engage in collaborative discussions following agreed upon rules Build on others ideas Come to discussions prepared, having read material ahead of time Use of academic language appropriate to topic or task <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Use formal language when writing a report Use conventional spelling; Add suffixes to base words; use spelling patterns Use sentence level context as a clue to meaning of unknown words Determine meaning of new words when a prefix or suffix is added Use print and digital resources to clarify precise meaning of words <p>Designated English Language Development for English Learners</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.3.4 Determine meaning of general academic and domain-specific words and phrases in a text</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 and the words in a text to demonstrate understanding of the text</p> <p>Supporting: RI.3.1 RI.3.8</p>	<p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related info. together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>Supporting: W.3.4 W.3.5 W.3.6</p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material.</p> <p>b. Follow agreed upon rules for discussions</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p>	<p>L.3.1.d Form and use regular and irregular plural nouns.</p> <p>L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.b Determine meaning of the new word formed when a known affix is added</p>

English Language Arts Curriculum Map

Unit 2 Resources

<http://safari.sandi.net/?p=ef441aa0-f31f-11e3-85a3-842b2b64e69e> (overview, tasks, text, assessment)

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 3						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	6 weeks	<p>This unit focuses on comparing and contrasting the most important points and key details presented in two texts on the same topic. Students will write a persuasive (opinion) letter designed to bring about change or action on the reader’s part. They will plan and deliver an oral presentation on the topic.</p> <p>Reading</p> <ul style="list-style-type: none"> Read two texts on the same topic Annotate/take notes after reading each section of both texts Determine the main idea of each text Compare and contrast the two texts, growing knowledge around the topic Determine meaning of general academic and domain specific words <p>Writing</p> <ul style="list-style-type: none"> Write an opinion piece (persuasive letter): introduce topic, state opinion, provide reasons to support opinion, use linking words, write a conclusion Daily opportunities to write including answering questions and prompts about informational text <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily collaborative conversations in partnerships and small groups Use of academic language around comparing/contrasting and opinion Ask and answer questions about information Plan and deliver an informative presentation <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Use conjunctions to expand sentences Use irregular verbs in speaking and writing Capitalize appropriate words Use reference materials (digital and print) to check and correct spellings <p>Designated English Language Development for English Learners</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>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support main idea.</p> <p>RI.3.4 Determine meaning of general academic and domain specific words and phrases in a text</p> <p>Supporting: RI.3.1 RI.3.5 RI.3.7 RI.3.8</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (write a persuasive letter designed to bring about change or action on the readers’ part.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>Supporting: W.3.8</p>	<p>SL.3.3.Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4a. Plan and deliver an informative/expl. presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p> <p>Supporting: SL.3.1 SL.3.2</p>	<p>L.3.1.f Form and use regular and irregular verbs.</p> <p>L.3.1.j Use coordinating and subordinating conjunctions.</p> <p>L.3.2.a Capitalize appropriate words in titles.</p> <p>L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

English Language Arts Curriculum Map

Unit 3 Resources**Exemplar Unit:**

<http://safari.sandi.net/?p=61b0a103-c1b7-11e3-85a3-842b2b64e69e> (overview, tasks, text, assessments, teaching points)

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 4						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 2 (Jan.-Mar)	5 weeks	<p>This unit focuses on analyzing characters while reading traditional literature. They will determine theme, central message, or moral, and look at the relationship between illustrations and words in a story. Students will write a response to literature (opinion writing) in which they analyze a character.</p> <p>Reading</p> <ul style="list-style-type: none"> Read and analyze characters from traditional literature (can include fables, folktales, myths, tall tales, etc...) Determine theme, central message, lesson, or moral Explain how the theme is conveyed through setting, characters, and plot Determine meaning of words and phrases as they are used in text Look at the relationship between illustrations and words and determine how they work together to create mood or emphasize aspects of a character or setting <p>Writing</p> <ul style="list-style-type: none"> Opinion piece: response to literature in which they analyze a character (include introduction, claim, evidence to support claim, conclusion) Daily writing including journal responses, response to text Use technology to produce and publish writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to ask questions to check understanding Stay on topic and link comments to the remarks of others Explain own ideas and understandings in light of the discussion <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Use verb tenses correctly Use possessives correctly Choose precise vocabulary when writing and speaking <p>Designated English Language Development for English Learners</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.3.4 Determine meaning of words and phrases as they are used in a text</p> <p>Supporting: RL.3.1 RL.3.5 RL.3.6 RL.3.7</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons (character analysis).</p> <p>Supporting: W.3.6</p>	<p>SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d. Explain own ideas and understandings in light of the discussion.</p>	<p>L.3.1.g Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2.c Use commas and quotation marks in dialogue.</p> <p>L.3.2.d Form and use possessives.</p> <p>L.3.3.a Choose words and phrases for effect.</p> <p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

Unit 4 Resources**Exemplar Unit:**

<http://safari.sandi.net/?p=fa453d5b-cbde-11e3-85a3-842b2b64e69e> (overview, tasks, assessments, resources, strategies)

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 5						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 2 (Jan.-Mar)	5 weeks	<p>This unit focuses on exploring point of view and perspective in both fiction and informational text. Students explore characters' perspectives on events in stories, and then move on to reading informational text and considering authors' perspectives on issues. Students write an opinion piece where they state a claim around a topic and back it up with reasons and evidence.</p> <p>Reading</p> <ul style="list-style-type: none"> Read literature and determine who is telling the story Determine the point of view or perspective of a character around events in the story Consider the points of view of other characters Consider their own points of view Read informational text to determine authors point of view on issue Annotate text for evidence to back up point of view or claim Express own opinion on issue <p>Writing</p> <ul style="list-style-type: none"> Write an opinion piece on a topic, stating a claim and backing it up with evidence Daily writing including responses to questions and prompts, journals <p>Speaking and Listening</p> <ul style="list-style-type: none"> Conversations using academic language appropriate to task and topic Ask and answer questions about topic being discussed Daily talk where students elaborate on answers and share ideas <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Use the language of opinion (claims, evidence, reasons, etc...) Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in in sentences Expand sentences to make them more complex <p>Designated English Language Development for English Learners</p>	<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Supporting:</p> <p>RI.3.1 RI.3.2 RI.3.5 RI.3.7 RL.3.1 RL.3.2 RL.3.3</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons (introduction, opinion with reasons, linking words and phrases, conclusion)</p> <p>Supporting: W.3.6</p>	<p>SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d. Explain their own ideas and understandings in light of the discussion.</p>	<p>L.3.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentence.</p> <p>L.3.1.k Produce simple, compound, and complex sentences.</p> <p>L.3.2.b Use commas in addresses.</p> <p>L.3.3.a Choose words and phrases for effect.</p> <p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
	<p>Unit 5 Resources</p> <p>Exemplar Unit:</p> <p>http://safari.sandi.net/?p=b57e4806-c9d6-11e3-8279-842b2b6535a1 (overview, tasks, text, strategies, assessments)</p>					

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 6						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 3 (Mar-June)	6 weeks	<p>This unit focuses on author study, comparing characters, plots, or themes in multiple texts by the same author. Students will produce two pieces of writing. The first is an opinion piece in which they identify commonalities (such as similar characters or recurring themes) and back their ideas up with textual evidence. They will also write a narrative as they try to mimic the style of a favorite author or the antics of a favorite character.</p> <p>Reading</p> <ul style="list-style-type: none"> Analyze multiple texts by the same author, comparing characters, plots, themes Use details from all texts to support the comparison Develop preferences for different authors or series Discuss a particular author’s style of writing or choice of characters, looking for patterns <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write short responses to literature Write a response to literature in which student names a recurring theme or character type and supports ideas with evidence from multiple texts. Write a narrative, either mimicking the style of the author or using one of the characters that the author has created <p>Speaking and Listening</p> <ul style="list-style-type: none"> Create engaging audio recordings of stories or poems, practicing fluency and clarity Daily talk with partners and groups around comparison across stories and author’s style Tell a story using descriptive details, feeling, and emotion <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Produce simple, complex, and compound sentences in speaking and writing Choose words and phrases for effect, considering shades of meaning Use one of a multitude of strategies to figure out the meaning of unknown words Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences. Revise writing considering word choice. <p>Designated English Language Development for English Learners</p>	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 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. Supporting: RL.3.3 RL.3.9	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (see unit one for further information on narrative writing)	SL.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. SL.3.1 SL.3.3 SL.3.4 SL.3.6	L.3.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs L.3.1.k Produce simple, compound, and complex sentences. L.3.3.a Choose words and phrases for effect. L.3.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies. L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

English Language Arts Curriculum Map

	Unit 6 Resources Exemplar Unit: http://safari.sandi.net/?p=4c75039f-c3e2-11e3-85a3-842b2b64e69e (overview, tasks, texts, assessments)				

English Language Arts Curriculum Map

Grade 3 Year-at-a-Glance

Unit 7						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 3 (Mar-June)	6 weeks	<p>In this unit students will examine cause and effect in historical or scientific texts. They will describe the relationship between a series of historical events or scientific ideas. They will research a topic, making notes describing the relationship of events, and then write an informational piece on the subject.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine the causes and effects in a historical or scientific text Consider how one event influences another Consider the sequence of events leading up to a key event Exploring authors use of words and language that signal cause/effect <p>Writing</p> <ul style="list-style-type: none"> Research a topic, make notes describing the relationship of events Write an informational piece, introducing the topic, describing the causes and effects Group related ideas together; use linking words, phrases, and academic language Use technology to produce and publish reports; plan an oral presentation <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily talk in collaborative groups and partnerships, using academic language and expanding sentences Orally report on the topic, speaking clearly at an understandable pace Speak in complete sentences during discussions and presentations <p>Language</p> <ul style="list-style-type: none"> Daily practice analyzing complex sentences pulled from text read in class Ensure subject-verb and pronoun-antecedent agreement Demonstrate command of conventions including capitalization, punctuation, and spelling. Use formal English when writing informational reports <p>Designated English Language Development for English Learners</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.3.3 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>Supporting: RI.3.1 RI.3.5 RI.3.6 RI.3.7 RI.3.8</p>	<p>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 info.; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 	<p>SL.4a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.</p> <p>SL.6. Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.</p>	<p>L.3.1.i Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.h Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>L.3.1.k Produce simple, compound, and complex sentences.</p> <p>L.3.2.a Capitalize appropriate words in titles.</p> <p>L.3.4.d Form and use possessives.</p>
	Unit 7 Resources					