

Curriculum Map - English Language Arts - 3 English Language Arts

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year for Grade 3						
<p>Module 1: What a Character! <i>(updated 6/6/19)</i></p>	<p>RL.3.2(A) 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(A) 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.3.6(A) Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7(A) 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 aspects of a character or setting).</p> <p>W.3.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <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> <p>L.3.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. •b. Form and use regular and irregular plural nouns. •c. Use abstract nouns (e.g., childhood). •d. Form and use regular and irregular verbs. •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. •f. Ensure subject-verb and pronoun-antecedent agreement. •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. •h. Use coordinating and subordinating conjunctions. •i. Produce simple, compound, and complex sentences. </p> <p>L.3.2(A) Demonstrate command of the</p>		<p>What makes a character interesting? Learning Mindset: Belonging</p>	<p><u>WEEK 1:</u> VOCABULARY <ul style="list-style-type: none"> • Critical Vocabulary: individuality, unique, feature, personality, clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched • Vocabulary Strategy: Context Clues • Generative Vocabulary: Prefixes mis-, un-; Spiral Review Inflections -s, -es <p>READING WORKSHOP <ul style="list-style-type: none"> • Make and Confirm Predictions • Literary Elements • Point of View • Theme <p>FOUNDATIONAL SKILLS <ul style="list-style-type: none"> • Decoding: Short Vowels a, e, i, o, u • Spelling: Short Vowels • Fluency: Accuracy and Self-Correction <p>COMMUNICATION <ul style="list-style-type: none"> • Listening Comprehension • Listening and Speaking: Engage in Discussion • Make Connections <p>WRITING WORKSHOP <ul style="list-style-type: none"> • Personal Narrative • Simple Sentences <p><u>WEEK 2:</u> VOCABULARY <ul style="list-style-type: none"> • Critical Vocabulary: moody, pesky, snarled, illustrate, annual, protested, recited • Vocabulary Strategy: Context Clues • Generative Vocabulary: Prefix non-; Spiral Review: Prefixes mis-, un- <p>READING WORKSHOP <ul style="list-style-type: none"> • Monitor and Clarify • Figurative Language • Literary Elements <p>FOUNDATIONAL SKILLS <ul style="list-style-type: none"> • Decoding: Long Vowels a, e, i, o, u • Spelling: VCe Spellings • Fluency: Expression <p>COMMUNICATION <ul style="list-style-type: none"> • Listening and Speaking: Work Collaboratively • Make Connections <p>WRITING WORKSHOP <ul style="list-style-type: none"> • Personal Narrative • Kinds of Sentences <p><u>WEEK 3:</u> VOCABULARY <ul style="list-style-type: none"> • Critical Vocabulary: venturing, predictable, emergency, consult, distract, drastic </p> </p></p></p></p></p></p></p></p></p></p>	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - Our character/ displaying good character of a Christian • Bible Stories • Bible Verses • Learning Mindset: Belonging - we belong to God/ we are children of God

	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize appropriate words in titles. •b. Use commas in addresses. •c. Use commas and quotation marks in dialogue. •d. Form and use possessives. •e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). •f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. •g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.4(A) 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> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5(A) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 			<ul style="list-style-type: none"> • Vocabulary Strategy: Context Clues • Generative Vocabulary: Suffixes -ful, -less; Spiral Review: Prefix non- <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Make Inferences • Point of View • Text and Graphic Features • Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: More Long a, Long e Spellings • Spelling: More Long a, Long e Spellings • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research: Generate a Plan • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Personal Narrative • Compound Sentences 		
<p>Module 2: Use Your Words <i>(updated 6/6/19)</i></p>	<p>RL.3.3(A) 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(A) 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.3.6(A) Analyze a text to determine how its major parts contribute to the overall meaning and style, including how images and figures relate to one another and the overall meaning and style, and how the text handles a subject, problem, or issue.</p>		<p>How do people use words to express themselves? Learning Mindset: Seeking Challenges</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: express, convey, chronicle, creative, video, costumes, block, hydrant, march • Vocabulary Strategy: Synonyms/Antonyms • Generative Vocabulary: Prefixes re-, pre-,; Spiral Review: Suffixes -ful, -less <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Retell/Summarize 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - How to express of Christianity to others in a positive manner. • Bible Stories • Bible Verses • Learning Mindset: Seeking Challenges - we will be faced with many challenges, but God is always with us. Sometimes challenges are

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

RL.3.7(A)

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 aspects of a character or setting).

W.3.3(A)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- 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.

L.3.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Text and Graphic Features
- Point of View
- Literary Elements

FOUNDATIONAL SKILLS

- Decoding: More Long o Spellings
- Spelling: More Long o Spellings
- Fluency: Phrasing

COMMUNICATION

- Listening Comprehension
- Research: Gather Information
- Make Connections

WRITING WORKSHOP

- Correspondence Writing
- Common and Proper Nouns

WEEK 2:

VOCABULARY

- Critical Vocabulary: desires, entry, steep, speed, breezy, conductor
- Vocabulary Strategy: Synonyms/Antonyms
- Generative Vocabulary: Prefix dis-, Spiral Review: Prefixes re-, pre-

READING WORKSHOP

- Ask and Answer Questions
- Elements of Poetry
- Figurative Language
- Text and Graphic Features

FOUNDATIONAL SKILLS

- Decoding: More Long i Spellings
- Spelling: More Long i Spellings
- Fluency: Reading Rate

COMMUNICATION

- Speaking and Listening: Use Formal and Information Language
- Make Connections

WRITING WORKSHOP

- Correspondence Writing
- Plural Nouns with -s and -es

WEEK 3:

VOCABULARY

- Critical Vocabulary: assigned, mosaics, retains, precious, demolition, projects
- Vocabulary Strategy: Spiral Review: Context Clues
- Generative Vocabulary: Suffixes -y, -ly; Spiral Review: Prefix dis-

READING WORKSHOP

- Visualize
- Literary Elements
- Elements of Poetry
- Point of View

FOUNDATIONAL SKILLS

- Decoding: Review Short and Long Vowels
- Spelling: More Short and Long Vowels
- Fluency: Expression

COMMUNICATION

- Media Literacy: Create a Multimedia Presentation
- Make Connections

good and God has a purpose for everything.

	<p>L.3.4(A) 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> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5(A) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •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>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Correspondence Writing • Types of Verbs 		
<p>Module 3: Let Freedom Ring (updated 6/6/19)</p>	<p>RI.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2(A) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3(A) 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.3.4(A) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5(A) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2(A) 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 		<p>How do historic places, documents, and symbols represent our nation? Learning Mindset: Grit</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: loyal, sovereignty, democracy, civic, delegates, convention, domestic, tranquility, welfare, posterity • Vocabulary Strategy: Multiple Meaning Words • Generative Vocabulary: Suffixes –y, –less; Prefix –dis; Spiral Review: Suffixes –y, –ly <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Synthesize • Central Idea • Text Structure • Text and Graphic Features <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Three-Letter Blends (spl, scr, spr, squ, str) • Spelling: Three-Letter Blends • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Research: Take Notes • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Writing • Verb Tenses 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - History and symbols of Jesus (example: symbol of a dove, shell, cross, etc.) • Bible Stories • Bible Verses • Learning Mindset: Grit - How God gives us the courage and strength to do anything we set our hearts on.

illustrations when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

L.3.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4(A)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable,

WEEK 2:

VOCABULARY

- Critical Vocabulary: endowed, declaring, independence, presented, gritty, hoisted, broad
- Vocabulary Strategy: Multiple Meaning Words
- Generative Vocabulary: Suffix –er/–est with spelling change; Spiral Review: Suffixes –y, –less; Prefix dis–

READING WORKSHOP

- Retell/Summarize
- Media Techniques
- Text Structure
- Content-Area Words

FOUNDATIONAL SKILLS

- Decoding: Words with /j/, /k/, and /kw/
- Spelling: Words with /j/, /k/, and /kw/
- Fluency: Phrasing

COMMUNICATION

- Media Literacy: Interpret/ Analyze Media
- Make Connections

WRITING WORKSHOP

- Informational Writing
- Using Commas

WEEK 3:

VOCABULARY

- Critical Vocabulary: ferry, torch, sculptor, monument, inspired
- Vocabulary Strategy: Spiral Review: Synonyms/ Antonyms
- Generative Vocabulary: Prefix im– (not); Spiral Review: Suffixes –er, –est with spelling change

READING WORKSHOP

- Ask and Answer Questions
- Central Idea
- Author's Purpose
- Literary Elements

FOUNDATIONAL SKILLS

- Decoding: Silent letters (kn, wr, gn, mb, rh)
- Spelling: Silent Consonants
- Fluency: Expression

COMMUNICATION

- Speaking and Listening: Give a Presentation
- Make Connections

WRITING WORKSHOP

- Informational Writing
- Abstract Nouns

	<p>care/careless, heat/preheat).</p> <ul style="list-style-type: none"> •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 					
<p>Module 4: Stories on Stage</p> <p><i>(updated 6/6/19)</i></p>	<p>RL.3.2(A) 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(A) 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(A) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5(A) 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>W.3.3(A) 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>L.3.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. •b. Form and use regular and irregular plural nouns. •c. Use abstract nouns (e.g., childhood). •d. Form and use regular and irregular verbs. •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. •f. Ensure subject-verb and pronoun-antecedent agreement. •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 		<p>Why might some stories be better told as plays? Learning Mindset: Self Reflection</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: audition, rehearse, ability, actor, saga, genuine, coiled, whirled, tame • Vocabulary Strategy: Shades of Meaning • Generative Vocabulary: Prefixes in- (not), im- (into); Spiral Review: Prefix im- (not) <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ideas and Support • Visualize • Elements of Drama • Literary Elements • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Consonant digraphs (ch, tch, sh, wh, th, ph, ng) • Spelling: Spelling the /ch/ sound • Fluency: Expression <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Summarizing/ Paraphrasing • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing: Story • Pronouns and Antecedents <p><u>WEEK 2:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: baroque, pulleys, backdrop, performance, eminent, peasant, stately, deceive, superior, merciful • Vocabulary Strategy: Shades of Meaning • Generative Vocabulary: Suffixes -er/-or "one who"; Spiral Review: Prefixes in- (not), im- (into) <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Retell/Summarize • Media Techniques • Elements of Drama • Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Vowel Diphthongs ow, ou • Spelling: Vowel Sound in town • Fluency: Intonation <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research: Evaluate and Organize Information • Make Connections <p>WRITING WORKSHOP</p>	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - Bible stories • Bible Stories • Bible Verses • Learning Mindset: Self Reflection - Are you being a disciple of God?

Curriculum Map - English Language Arts - 3 English Language Arts

	<ul style="list-style-type: none"> •n. Use coordinating and subordinating conjunctions. •i. Produce simple, compound, and complex sentences. <p>L.3.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize appropriate words in titles. •b. Use commas in addresses. •c. Use commas and quotation marks in dialogue. •d. Form and use possessives. •e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). •f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. •g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.3.4(A) 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> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5(A) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 			<ul style="list-style-type: none"> • Narrative Writing: Story • More Plural Nouns <p><u>WEEK 3:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: drowsy, hesitation, burden, reassuring, greedily, unnoticed • Vocabulary Strategy: Spiral Review: Multiple Meaning Words • Generative Vocabulary: Latin Roots aud, vis; Spiral Review: Suffixes -er/-or "one who..." <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Monitor and Clarify • Elements of Drama • Literary Elements • Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Vowel au, aw, al, o • Spelling: Vowel Sound in talk • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Oral Instructions • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing: Story • Writing Quotations 		
<p>Module 5: Teamwork <i>(updated 6/6/19)</i></p>	<p>RL.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2(A) Recount stories, including fables, folktales, and myths from diverse</p>		<p>What can sports teach us about working together? Learning Mindset: Asking for Help</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: collaboration, symbiosis, determination, unity, apprehensive, technical, deflected, competition, intercepted, sprawling 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative 	<ul style="list-style-type: none"> • Essential Question - working together in the church community. Working together to praise God. • Bible Stories • Bible Verses

cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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

RL.3.4(A)
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI.3.3(A)
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.

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

W.3.1(A)
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.

L.3.1(A)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 •b. Form and use regular and irregular plural nouns.
 •c. Use abstract nouns (e.g., childhood).
 •d. Form and use regular and irregular verbs.
 •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 •f. Ensure subject-verb and pronoun-antecedent agreement.
 •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 •h. Use coordinating and subordinating conjunctions.
 •i. Produce simple, compound, and complex sentences.

L.3.3(A)
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

- Vocabulary Strategy: Homographs/Homophones
- Generative Vocabulary: Suffixes –er/–or; Suffix –er/–est with and without spelling change

READING WORKSHOP

- Text and Graphic Features
- Ask and Answer Questions
- Literary Elements
- Theme
- Author’s Craft

FOUNDATIONAL SKILLS

- Decoding: Vowel Diphthongs oi, oy
- Spelling: Vowel Sound in joy
- Fluency: Accuracy and Self-Correction

COMMUNICATION

- Listening Comprehension
- Research: Cite Sources
- Make Connections

WRITING WORKSHOP

- Argument Writing: Persuasive Letter
- Subject-Verb Agreement

WEEK 2:
VOCABULARY

- Critical Vocabulary: captain, force, finals, meets, upset, concentrated, disappointed, personal
- Vocabulary Strategy: Homographs/Homophones
- Generative Vocabulary: Greek root bio; Latin root vid

READING WORKSHOP

- Monitor and Clarify
- Media Techniques
- Literary Elements
- Author’s Purpose

FOUNDATIONAL SKILLS

- Decoding: Homophones
- Spelling: Homophones
- Fluency: Intonation

COMMUNICATION

- Speaking and Listening: Summarizing/Paraphrasing
- Make Connections

WRITING WORKSHOP

- Argument Writing: Persuasive Letter
- Pronoun-Verb Agreement

WEEK 3:
VOCABULARY

- Critical Vocabulary: littered, disbanded, rivalry, donated, generations, soared
- Vocabulary Strategy: Shades of Meaning
- Generative Vocabulary: Suffix –ment (“result, action, or condition”); Spiral Review: Latin root vid; Greek root bio

READING WORKSHOP

- Make and Confirm Predictions
- Figurative Language

- Teacher Observations
- Exit Tickets

- Learning Mindset: Asking for Help - God’s help and God answers our prayers

Curriculum Map - English Language Arts - 3 English Language Arts

	<p>written standard English.</p> <p>L.3.4(A) 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> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.6(A) 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).</p>			<ul style="list-style-type: none"> • Text Structure • Point of View <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Contractions with n't, 'd, 've • Spelling: Contractions • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Engage in Discussion • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Argument Writing: Persuasive Letter • Verb Tenses II 		
<p>Module 6: Animal Behaviors <i>(updated 6/6/19)</i></p>	<p>RI.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2(A) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3(A) 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.3.4(A) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7(A) 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.3.8(A) 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>RF.3.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> •a. Identify and know the meaning of the most common prefixes and derivational suffixes. •b. Decode words with common Latin 		<p>What behaviors help animals survive? Learning Mindset: Noticing</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: hatch, universal, span, growth, larvae, molt, unsuspecting, deposited, patch, cumbersome • Vocabulary Strategy: Reference Sources: Thesaurus • Generative Vocabulary: Greek prefixes uni-, bi-, tri-; Spiral Review: suffix -ment <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Retell/Summarize • Author's Purpose • Author's Craft <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with ar, or, ore • Spelling: Vowel + /r/ Sounds • Fluency: Expression <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Research: Paraphrase • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Writing: Expository Essay • Adjectives and Articles <p><u>WEEK 2:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: keener, nostrils, trumpet, flexible, siphon, lurking, invisible • Vocabulary Strategy: Reference 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - 7 days of creations/God's creation • Bible Stories • Bible Verses • Learning Mindset: Noticing - observe everything God has created and blessed you with.

• Decode words with common Latin suffixes.
 •c. Decode multisyllable words.
 •d. Read grade-appropriate irregularly spelled words.

W.3.2(A)
 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

L.3.1(A)
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.4(A)
 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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Sources: Thesaurus
 • Generative Vocabulary: Prefix un-

READING WORKSHOP

- Ask and Answer Questions
- Central Idea
- Figurative Language
- Text and Graphic Features

FOUNDATIONAL SKILLS

- Decoding: Words with er, ir, ur, or
- Spelling: Vowel + /r/ Sounds in nurse
- Fluency: Reading Rate

COMMUNICATION

- Speaking and Listening: Give a Presentation
- Make Connections

WRITING WORKSHOP

- Informational Writing: Expository Essay
- Adjectives That Compare

WEEK 3:
 VOCABULARY

- Critical Vocabulary: nuzzled, bared, refused, assistant, pounce, nursery
- Vocabulary Strategy: Homograph/Homophone
- Generative Vocabulary: Suffix -ly

READING WORKSHOP

- Monitor and Clarify
- Text Structure
- Text and Graphic Features
- Central Idea

FOUNDATIONAL SKILLS

- Decoding: Words with -air, -are, -ear
- Spelling: Vowel + /r/ Sounds in air and fear
- Fluency: Accuracy and Self-Correction

COMMUNICATION

- Listening and Speaking: Work Collaboratively
- Make Connections

WRITING WORKSHOP

- Informational Writing: Expository Essay
- The Verb Be and Helping Verbs

<p>Module 7: Make a Difference <i>(updated 6/6/19)</i></p>	<p>RL.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3(A) 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(A) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7(A) 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 aspects of a character or setting).</p> <p>RI.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.6(A) Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8(A) 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>W.3.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> •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. </p> <p>L.3.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. •b. Form and use regular and irregular plural nouns. •c. Use abstract nouns (e.g., childhood). •d. Form and use regular and irregular verbs. •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. •f. Ensure subject-verb and pronoun-antecedent agreement. •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. </p>	<p>How can one person make a difference in their local and global community? Learning Mindset: Purpose</p>	<p><u>WEEK 1:</u> VOCABULARY <ul style="list-style-type: none"> • Big Idea Words: outreach, fellowship, communal, residents • Critical Vocabulary: scarce, pollution, factories, vats, crowded, greenhouses, vertical • Vocabulary Strategy: Analogies • Generative Vocabulary: Suffix –ion <p>READING WORKSHOP <ul style="list-style-type: none"> • Author's Purpose • Make and Confirm Predictions • Text Structure • Point of View <p>FOUNDATIONAL SKILLS <ul style="list-style-type: none"> • Decoding: Compound Words and Abbreviations • Spelling: Compound Words and Abbreviations • Fluency: Phrasing <p>LEARNING MINDSET: Purpose COMMUNICATION <ul style="list-style-type: none"> • Listening Comprehension • Research: Plan and Gather Information • Make Connections <p>WRITING WORKSHOP <ul style="list-style-type: none"> • Argument Writing • More Irregular Verbs <p><u>WEEK 2:</u> VOCABULARY <ul style="list-style-type: none"> • Critical Vocabulary: recycled, confesses, forage, cable, renewable, resources, environmental, converted, willing • Vocabulary Strategy: Analogies • Generative Vocabulary: Suffixes –ness and –able <p>READING WORKSHOP <ul style="list-style-type: none"> • Make Inferences • Text Structure • Point of View • Text and Graphic Features <p>FOUNDATIONAL SKILLS <ul style="list-style-type: none"> • Decoding: Irregular Plurals • Spelling: Irregular Plurals • Fluency: Intonation <p>COMMUNICATION <ul style="list-style-type: none"> • Research: Evaluate and Organize Information • Make Connections <p>WRITING WORKSHOP <ul style="list-style-type: none"> • Argument Writing • Types of Adverbs <p><u>WEEK 3:</u> VOCABULARY <ul style="list-style-type: none"> • Critical Vocabulary: chimed, slender, flickered, concluded, preparations, gallant • Vocabulary Strategy: Reference Sources: Thesaurus </p> </p></p></p></p></p></p></p></p></p></p>	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - How can you make a difference as a disciple of God? • Bible Stories • Bible Verses • Learning Mindset: Purpose - God put you on this Earth for a purpose in mind. He is in control and leads you on His path for you.
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Curriculum Map - English Language Arts - 3 English Language Arts

	<ul style="list-style-type: none"> •h. Use coordinating and subordinating conjunctions. •i. Produce simple, compound, and complex sentences. <p>L.3.4(A) 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> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.6(A) 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).</p>		<ul style="list-style-type: none"> • Generative vocabulary: Compound Words <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Synthesize • Literary Elements • Text and Graphic Features • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with/B/ and /M/ • Spelling: Words with/B/ and /M/ • Fluency: Accuracy and Self-Correction <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research: Paraphrase/Cite Sources • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Argument Writing • Adverbs that Compare 		
<p>Module 8: Imagine! Invent!</p> <p><i>(updated 6/6/19)</i></p>	<p>RL.3.3(A) 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>RI.3.2(A) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3(A) 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.3.6(A) Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7(A) 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.3.8(A) 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>W.3.2(A) 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 	<p>What does it take to make a successful invention? Learning Mindset: Problem Solving</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: invention, brilliant, productive, original, breakthrough, dictation, valuable, radar, device, technology • Vocabulary Strategy: Reference Sources: Dictionary/Glossary • Generative Vocabulary: Greek Word Root graph and Suffix -logy <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Make Inferences • Text Structure • Central Idea <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Review of Prefixes, Suffixes • Spelling: Words with -ed and -ing • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Oral Instructions • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Writing: Research Report • Making Comparisons <p><u>WEEK 2:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: engineer, 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - God works through people to create amazing things. • Bible Stories • Bible Verses • Learning Mindset: Problem Solving - navigating how God helps us with all of our problems.

- illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
- L.3.1(A)**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.3.2(A)**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4(A)**
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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable,

- perplexed, lingers, whirled, baffled, dynamo, vibrating, graceful, loan, pose
- Vocabulary Strategy: Reference Sources: Dictionary/Glossary
 - Generative Vocabulary: Prefix ex-
- READING WORKSHOP**
- Make and Confirm Predictions
 - Text Structure
 - Literary Elements
 - Figurative Language
- FOUNDATIONAL SKILLS**
- Decoding: Prefixes re-, un-, and Suffixes -less, -ness
 - Spelling: Prefixes re-, un-, and Suffixes -less, -ness
 - Fluency: Reading Rate
- COMMUNICATION**
- Speaking and Listening: Give a Presentation
 - Make Connections
- WRITING WORKSHOP**
- Informational Writing: Research Report
 - Possessive Nouns and Pronouns

WEEK 3:**VOCABULARY**

- Critical Vocabulary: innovative, singles, visionary, compact, memorable, system
- Vocabulary Strategy: Spiral Review: Analogies
- Generative Vocabulary: Latin Root vis- (see); Latin Root mem

READING WORKSHOP

- Retell/Summarize
- Identify Claim
- Ideas and Support
- Text and Graphic Features

FOUNDATIONAL SKILLS

- Decoding: Plurals
- Spelling: Changing Final y to i
- Fluency: Accuracy and Self-Correction

COMMUNICATION

- Media Literacy: Create a Multimedia Presentation
- Make Connections

WRITING WORKSHOP

- Informational Writing: Research Report
- Complex Sentences

Curriculum Map - English Language Arts - 3 English Language Arts

	<p>care/careless, heat/preheat).</p> <ul style="list-style-type: none"> •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 					
<p>Module 9: From Farm to Table</p> <p><i>(updated 6/6/19)</i></p>	<p>RI.3.2(A) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3(A) 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.3.4(A) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5(A) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6(A) Distinguish their own point of view from that of the author of a text.</p> <p>W.3.3(A) 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>L.3.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize appropriate words in titles. •b. Use commas in addresses. •c. Use commas and quotation marks in dialogue. •d. Form and use possessives. •e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). •f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. •g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		<p>How does food get to your table? Learning Mindset: Planning Ahead</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: agriculture, reap, nutrition, tilling, stalk, dairy, tingly, scarlet, grove, curds • Vocabulary Strategy: Context Clues • Generative Vocabulary: Prefixes in-, re-; Suffix -ful; Spiral Review: Latin Roots vis and mem <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Synthesize • Text Structure • Text and Graphic Features • Central Idea <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Suffixes -ful, -y, -ly, -er, -or • Spelling: Suffixes -ful, -ly, and -er • Fluency: Intonation <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Research: Plan and Gather Information • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Poetry Writing: Poem • Abbreviations <p><u>WEEK 2:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: rotation, storage, prepping, vine, burly, shrivel • Vocabulary Strategy: Context Clues • Generative Vocabulary: Suffixes -ness, and -able <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ask and Answer Questions • Media Techniques • Figurative Language • Text and Graphic Features <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with ough, augh • Spelling: Words with ough and augh • Fluency: Accuracy and Self-Correction <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Media Literacy: Interpret/Analyze Media • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Poetry Writing: Poem • Contractions <p><u>WEEK 3:</u></p>	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - God blesses us with our needs • Bible Stories • Bible Verses • Learning Mindset: Planning Ahead - God is in control not us. He has a plan.

	<p>L.3.3(A) 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.</p> <p>L.3.4(A) 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. •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). •d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>			<p>VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: arbor, transplanted, blooming, kernels, layout, mulch • Vocabulary Strategy: Reference Sources: Dictionary/Glossary • Generative Vocabulary: Suffix –ion and Compound Words <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Monitor and Clarify • Text Structure • Content-Area Words • Point of View <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with /j/ and /s/ • Spelling: Words with /j/ and /s/ • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Engage in Discussion • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Poetry Writing: Poem • Commas in Sentences and Series 		
<p>Module 10: Tell a Tale <i>(updated 6/6/19)</i></p>	<p>RL.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2(A) 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(A) 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>W.3.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. •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> <p>L.3.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in</p>		<p>Why is it important to pass stories down to the next generation? Learning Mindset: Perseverance</p>	<p><u>WEEK 1:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: myth, folklore, recount, inherit, lagoon, cinders, barren, appease, garlands, belched • Vocabulary Strategy: Shades of Meaning • Generative Vocabulary: Review Prefix re–, Suffix –ly, and Root graph <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Make Inferences • Author’s Craft • Theme • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Final Stable Syllables –tion, –sure, –ture • Spelling: VCCV Pattern • Fluency: Phrasing <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Oral Instructions • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing: Imaginative Story • Prepositions and Prepositional Phrase <p><u>WEEK 2:</u> VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: tempting, ominously, quantities, snickered, upcoming, proclamation, pungent • Vocabulary Strategy: Shades of Meaning 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - Sharing Jesus' story of salvation • Bible Stories • Bible Verses • Learning Mindset: Perseverance - God is in control. We might want something and want it now, but God is in control and His way is what's best.

- particular sentences.
- b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.3.2(A)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3(A)
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.3.4(A)
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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5(A)

- Generative Vocabulary: Suffix –ment, Spiral Review: Prefix re–, Suffix –y, Root graph
- READING WORKSHOP
- Visualize
 - Theme
 - Author’s Craft
 - Figurative Language
- FOUNDATIONAL SKILLS
- Decoding: Syllable Division Pattern
 - Spelling: Words with Double Consonants
 - Fluency: Expression
- COMMUNICATION
- Research: Evaluate and Organize Information
 - Make Connections
- WRITING WORKSHOP
- Narrative Writing: Imaginative Story
 - Correct Pronouns

WEEK 3:

VOCABULARY

- Critical Vocabulary: theft, crafty, reputation, sympathetic, suspicious, inspected
- Vocabulary Strategy: Spiral Review: Context Clues
- Generative Vocabulary: Prefixes im–, in–, Spiral Review: Suffix –ment

READING WORKSHOP

- Retell/Summarize
- Author’s Purpose
- Literary Elements
- Theme

FOUNDATIONAL SKILLS

- Decoding: Words Ending in –le, –al, –el, –er
- Spelling: Words Ending with –er or –le
- Fluency: Intonation

COMMUNICATION

- Speaking and Listening: Give a Presentation
- Make Connections

WRITING WORKSHOP

- Narrative Writing: Imaginative Story
- Frequently Misspelled Words

	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). •b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). •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>Module 11: Genre Study: Nonfiction <i>(updated 6/6/19)</i></p>	<p>RI.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2(A) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.5(A) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6(A) Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7(A) 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.3.8(A) 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>W.3.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> •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. <p>L.3.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. •b. Form and use regular and irregular plural nouns. •c. Use abstract nouns (e.g., childhood). •d. Form and use regular and irregular verbs. 		<p>1. What are the characteristics of informational text? 2. What are the characteristics of narrative nonfiction? 3. What are the characteristics of opinion text? Learning Mindset: Growth Mindset</p>	<p><u>WEEK 1:</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: Informational Text • Central Idea • Text and Graphic Features • Text Structure <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Position-Based Spellings • Spelling: Review of Position-Based Spellings • Fluency: Accuracy and Self-Correction <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Persuasive Essay • Grammar Minilessons: Review Common and Proper Nouns, Simple Sentences, Kinds of Sentences, Compound Sentences, Commas in Sentences and Series <p><u>WEEK 2:</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: Narrative Nonfiction • Point of View • Author's Purpose • Text and Graphic Features <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words that Begin with a- or be- • Spelling: Words that Begin with a- or be- • Fluency: Expression <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Persuasive Essay • Grammar Minilessons: Review Adverbs that Compare, Commas, Correct Pronouns, Verb Tenses, Plural Nouns with - s and - es <p><u>WEEK 3:</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: Opinion Text • Author's Purpose • Identify Claim • Ideas and Support <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Open/Closed Syllables Review • Spelling: Review Syllable Patterns: 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - God gives us our gifts, talents, and abilities. • Bible Stories • Bible Verses • Learning Mindset: Self Reflection - God is walking with us on our paths and helps us through everything. He wants us to grow and learn.

Curriculum Map - English Language Arts - 3 English Language Arts

	<ul style="list-style-type: none"> •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. •f. Ensure subject-verb and pronoun-antecedent agreement. •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. •h. Use coordinating and subordinating conjunctions. •i. Produce simple, compound, and complex sentences. <p>L.3.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize appropriate words in titles. •b. Use commas in addresses. •c. Use commas and quotation marks in dialogue. •d. Form and use possessives. •e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). •f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. •g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		<p>VCCV, V̄/CV, VC/V̄</p> <ul style="list-style-type: none"> • Fluency: Reading Rate <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Persuasive Essay • Grammar Minilessons: Review Action and Being Verbs, Verb Tenses, Writing Quotations, Possessive Nouns and Pronouns, Pronouns 		
<p>Module 12: Genre Study: Fiction <i>(updated 6/6/19)</i></p>	<p>RL.3.1(A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2(A) 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(A) 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.3.6(A) Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>W.3.2(A) 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., also, another, and, more, but) to connect ideas within categories of information. •d. Provide a concluding statement or 	<p>1. What are the characteristics of realistic fiction 2. What are the characteristics of poetry 3. What are the characteristics of traditional tales? Learning Mindset: Noticing</p>	<p><u>WEEK 1:</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: Realistic Fiction • Theme • Point of View • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Decoding Strategy • Spelling: Review More Syllable Patterns • Fluency: Intonation <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Biographical Essay • Grammar Minilessons: Review Plural Nouns, Spelling, Abstract Nouns, Subject-Verb Agreement, Irregular Verbs <p><u>WEEK 2:</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: Poetry • Elements of Poetry • Author's Purpose • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Related Words • Spelling: Suffixes: Review and Extend • Fluency: Phrasing <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Biographical Essay • Grammar Minilessons: Review 	<ul style="list-style-type: none"> • Running Records • Formal Assessments <ul style="list-style-type: none"> • Formative & Summative • Teacher Observations • Exit Tickets 	<ul style="list-style-type: none"> • Essential Question - God blesses us with our talents and abilities. • Bible Stories • Bible Verses • Learning Mindset: Noticing - take in everything that God surrounds you with.

Curriculum Map - English Language Arts - 3 English Language Arts

<p>L.3.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. •b. Form and use regular and irregular plural nouns. •c. Use abstract nouns (e.g., childhood). •d. Form and use regular and irregular verbs. •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. •f. Ensure subject-verb and pronoun-antecedent agreement. •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. •h. Use coordinating and subordinating conjunctions. •i. Produce simple, compound, and complex sentences. <p>L.3.3(A) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> •a. Choose words and phrases for effect. •b. Recognize and observe differences between the conventions of spoken and written standard English. 			<p>Adjectives that Compare, Adjectives and Articles, the Verb Be and Helping Verbs, Adverbs, Pronoun-Verb Agreement</p> <p><u>WEEK 3:</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: Traditional Tales • Literary Elements • Theme • Author's Purpose <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with Affixes • Spelling: Prefixes: Review and Extend • Fluency: Accuracy and Self-Correction <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Biographical Essay • Grammar Minilessons: Review Complex Sentences, Abbreviations, Contractions with Not and Pronouns, Adjectives and Adverbs that Compare, Prepositions and Prepositional Phrase 		
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