

JAY PUBLIC SCHOOLS CURRICULUM MAP
3rd grade ELA
2017-18

Subject: ELA		Updated: (3/26/18)		
1st , 2nd , 3rd, 4th Quarter – Estimated Time: 1st Quarter				
Content Strands: Speaking and Listening, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading and Writing				
Unit and Time Frame: 5 weeks				
What is the power of education and reading?				
Unit 1, Lesson 1-5				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p> <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: ● common roots and related prefixes and suffixes</p> <p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>3.3 R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p>	<p>(I can.....)</p> <p>Students will identify and distinguish between:</p> <p>Short Vowels a,e,I,o,u Words with the VCCV Pattern Long Vowels a,e,I,o,u Words with the VCe Pattern Common Vowel Pairs ai, ay, ee, ea Long o Spelled oa, ow Long I Spelled I,ie,igh Words with the VCV Pattern Three-Letter Clusters (scr, spr, str, thr)</p> <p>Students will be able to Identify the Structure of a Text and Summarize a story.</p>	<p>Can Include but not limited to: Words in Context from Text</p> <p>Declarative Exclamatory Imperative Interrogative Inferences</p>	<p>Skills in Context Quiz</p> <p>Vocabulary Quiz</p> <p>Centers</p> <p>Phonics & Grammar Quiz</p> <p>Fluency Checks</p> <p>Listening Log</p> <p>Writer's Conference Sheet</p> <p>Post- Benchmark Unit Test</p> <p>Pre- Benchmark Test</p> <p>Dibels</p>	<p>Journeys</p> <p>A Fine, Fine School and One Room Schoolhouse</p> <p>The Trial of Cardigan Jones and You be the Jury</p> <p>Destiny's Gift and Kids Making a Difference</p> <p>Pop's Bridge and Bridges</p> <p>Roberto Clemente and Baseball Poems</p> <p>Words Their Way Sorts</p>

<p>3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p> <p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p> <p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p> <p>3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.</p> <p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p> <p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</p> <p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts,</p>	<p>Students will be able to Compare and Contrast two different stories.</p> <p>86 Fluency</p> <p>Students will be able to Define what a Verb is and Locate it in a sentence.</p> <p>Students will be able to draw Conclusions after reading a story by asking questions and answering them using the text.</p> <p>Students will be able to Infer and Predict what is going to happen next in the story using information from the text.</p> <p>Students will be able to Retell a story or recount an experience.</p> <p>Students will be able to Write about reading and Write a Narrative piece.</p>		<p>Daze paper and pencil test</p> <p>Interactive Notebook</p>	<p>1 room school house trunk</p> <p>Courthouse visit</p> <p>Leveled Readers</p> <p>Brainpop</p> <p>Velocity</p>
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<p>expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words</p> <p>3.2.F. 2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● characterization</p> <p>3.3.R. 6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support</p>	<p>Students will be able to determine the Main Idea and Supporting Details</p> <p>Students will be able to identify the different types of Nouns in a text.</p> <p>Students will be able to compose and identify Different kinds of Sentences.</p> <p>Students will be able to identify Characters and Analyze and Evaluate their Characterizations.</p> <p>Students will be able identify and write simple and Compound Sentences.</p> <p>Students will be able to describe the Cause and Effect from a story and give Details.</p> <p>Students will be able to identify and explain how Text and Graphic Features are used.</p> <p>Students will be able to describe the Sequence of Events in a story.</p> <p>Students will be exposed to cursive writing. They are encouraged to practice writing in cursive.</p>			
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<p>3.4.R. 2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>3.4.R. 3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p> <p>3.4.R. 4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p> <p>3.4.R. 5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.</p> <p>3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>3.4.W.2 Students will select appropriate language according to purpose in writing.</p> <p>3.5.R. 4 Students will recognize prepositions and conjunctions.</p> <p>3.5.W.1 Students will capitalize and appropriately punctuate: ● titles of respect ● appropriate words in titles ● geographical names</p> <p>3.6.R. 1 Students will use their own questions to find information on their topic.</p> <p>3.6.R. 2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p> <p>3.6.R. 3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p> <p>3.6.R. 4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p> <p>3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>				
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3.6.W.3 Students will summarize and present information in a report. 3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.				
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JAY PUBLIC SCHOOLS CURRICULUM MAP
3rd grade ELA
2017-18

Subject: ELA		Updated: (3/26/18)		
1st , 2nd , 3rd, 4th Quarter – Estimated Time: 1st Quarter and beginning of 2nd quarter				
Content Strands: Speaking and Listening, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading and Writing				
Unit and Time Frame: 5 weeks				
What is the power of education and reading?				
Unit 2, Lesson 6-10				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:</p> <ul style="list-style-type: none"> vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy) <p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p> <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: • all major syllable patterns • common roots and related prefixes and suffixes</p> <p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>3.3 R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>	<p>(I can.....)</p> <p>Students will identify and distinguish between:</p> <p>Words with the VCV Pattern</p> <p>Three-letter Clusters (scr, spr, str, thr)</p> <p>Silent letters kn, wr</p> <p>Vowel diphthongs ow and ou</p> <p>Words with au, aw, al, and o</p> <p>Students will be able to label identify and order the Sequence of events of a story.</p> <p>Students will be able to identify and gather information from Text and Graphic Features.</p>	<p>Can Include but not limited to:</p> <p>Words in Context from Text</p> <p>Glossary</p> <p>Suffixes</p> <p>Analyze/Evaluate</p> <p>Synonyms</p> <p>Conclusion</p> <p>Infer/Predict</p> <p>Dictionary</p> <p>Context Clues</p> <p>Summarize</p> <p>Vizualize</p>	<p>Skills in Context Quiz</p> <p>Vocabulary Quiz</p> <p>Centers</p> <p>Phonics & Grammar Quiz</p> <p>Fluency Checks</p> <p>Listening Log</p> <p>Writer’s Conference Sheet</p> <p>Post- Benchmark Unit Test</p>	<p>Bat Loves the Night and A Bat is Born</p> <p>What do Illustrators Do? and Jack Draws a Beanstalk</p> <p>The Harvest Birds and The Treasure</p> <p>Kamishibai Man and The True Story of Kamishibai</p>

<p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p> <p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p> <p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p> <p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p> <p>3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.</p> <p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p>	<p>Students will be able to draw Conclusions after reading a story by asking questions and answering them using the text.</p> <p>Students will be able to identify the structure of a text and summarize a story.</p> <p>Students will be able to Compare and Contrast two different stories.</p> <p>Students will be able to determine the main idea and supporting details</p> <p>Students will be able to define what a verb is, locate it in a sentence, and tell what tense it is in.</p> <p>Students will be able to use commas in a sentence and be able to tell what commas are used for.</p> <p>86 Fluency</p> <p>Students will be able to Write about reading and write an Opinion piece.</p> <p>Students will be able to identify the different types of nouns in a text.</p> <p>Students will be able to Infer and Predict what is going to happen next in the story using information from the text.</p> <p>Students will be able to retell a story or recount an experience.</p>		<p>Pre- Benchmark Test</p> <p>Interactive Notebook</p>	<p>Young Thomas Edison and Moving Pictures</p> <p>Amos & Boris</p> <p>Words Their Way Sorts</p> <p>Leveled Readers</p> <p>Velocity</p>
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<p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>3.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words</p> <p>3.2.F. 2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization: ● characters</p>	<p>Students will be able to identify the different parts of the dictionary and use it.</p> <p>Students will be able to identify the glossary, the different parts, and how to use it.</p> <p>Students will be exposed to cursive writing. They are encouraged to practice writing in cursive.</p>			
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<p>3.3.R. 4 Students will find examples of literary devices: ● metaphor</p> <p>3.3.R. 6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support</p> <p>3.4.R. 2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>3.4.R. 3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p> <p>3.4.R. 4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p> <p>3.4.R. 5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.</p> <p>3.5.R. 4 Students will recognize prepositions and conjunctions.</p> <p>3.5.W.1 Students will capitalize and appropriately punctuate: ● titles of respect ● appropriate words in titles ● geographical names</p> <p>3.6.R. 1 Students will use their own questions to find information on their topic.</p> <p>3.6.R. 2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p> <p>3.6.R. 3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p> <p>3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>				
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3.6.W.3 Students will summarize and present information in a report. 3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.				
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JAY PUBLIC SCHOOLS CURRICULUM MAP
3rd grade ELA
2017-18

Subject: ELA		Updated: (3/26/18)		
1st , 2nd , 3rd, 4th Quarter – Estimated Time: 2nd Quarter				
Content Strands: Speaking and Listening, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading and Writing				
Unit and Time Frame: 5 weeks				
What is the power of education and reading?				
Unit 3, Lesson 11-15				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
3.2.PWS.1 Students will decode multisyllabic words using their knowledge of: <ul style="list-style-type: none"> ● “r” controlled vowels (e.g., ar, er, ir or, ur) ● vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy) 1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words. 3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: ● contractions ● common roots and related prefixes and suffixes	(I can.....) Students will identify and distinguish between: Vowel Diphthongs oi, oy Homophones Words ending in –er and –le Contractions with n’t, ‘d, ‘ve Words with ar, or, ore Words with er, ir, ur, or	Can Include but not limited to: Words in Context from Text	Skills in Context Quiz Vocabulary Quiz Centers Phonics & Grammar Quiz Fluency Checks	Technology Wins the Game & Science for Sports Fans Tops and Bottoms & Goodness Grows in Gardens

<p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>3.3 R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p> <p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p> <p>3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text</p> <p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding..</p> <p>3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.</p> <p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts</p>	<p>Students will be able to identify the Author’s purpose.</p> <p>Students will be able to identify the point of view of a story.</p> <p>Students will be able to Compare and Contrast two different stories.</p> <p>Students will be able to define what a verb, locate it in a sentence, and tell what tense it is in.</p> <p>100 Fluency</p> <p>Students will be able to Write about reading and write an Informative and explanatory piece.</p> <p>Students will be able to identify the different types of nouns in a text.</p> <p>Students will be able to Infer and Predict what is going to happen next in the story using information from the text.</p> <p>Students will be able to retell a story or recount an experience.</p> <p>Students will be able to identify the Pronoun/ Subject and verb agreement in a sentence.</p> <p>Students will be able to write Quotations.</p> <p>Students will be able to identify the message in a story.</p>		<p>Listening Log</p> <p>Writer’s Conference Sheet</p> <p>Post- Benchmark Unit Test</p> <p>Pre- Benchmark Test</p> <p>Interactive Notebook</p>	<p>Yonder Mountain: A Cherokee Legend & Trail of Tears</p> <p>Aero and Officer Mike and Kids and Critters</p> <p>The Extra-good Sunday & Imagine a Recipe</p> <p>K-9 Unit visit</p> <p>Cherokee Heritage Team from Cherokee Nation</p> <p>Words Their Way Sorts</p> <p>Leveled Readers</p> <p>Velocity</p>
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<p>and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p> <p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words</p>	<p>Students will be able to identify the theme in a story.</p>			
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<p>3.2.F. 2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>3.3.R. 1 Students determine the author’s stated and implied purpose (i.e., entertain, inform, persuade).</p> <p>3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● theme</p> <p>3.3.R. 6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support</p> <p>3.3.W.2 INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p> <p>3.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support</p> <p>3.4.R. 2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>3.4.R. 3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p> <p>3.4.R. 4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p> <p>3.4.R. 5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.</p> <p>3.5.R. 5 Students will recognize the subject and verb agreement.</p> <p>3.5.W.2 Students will use complex contractions (e.g., should’ve, won’t).</p> <p>3.5.W.3 Students will compose and expand grammatically correct sentences and questions with</p>				
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<p>appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</p> <p>3.6.R. 1 Students will use their own questions to find information on their topic.</p> <p>3.6.R. 2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p> <p>3.6.R. 3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p> <p>3.6.R. 4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p> <p>3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p> <p>3.6.W.3 Students will summarize and present information in a report.</p>				
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JAY PUBLIC SCHOOLS CURRICULUM MAP
3rd grade ELA
2017-18

Subject: ELA	Updated: (3/26/18)
1st , 2nd , 3rd, 4th Quarter – Estimated Time: 3rd Quarter	
Content Strands: Speaking and Listening, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading and Writing	
Unit and Time Frame: 5 weeks What is the power of education and reading? Unit 4, Lesson 16-20	

Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:</p> <ul style="list-style-type: none"> • “r” controlled vowels (e.g., ar, er, ir or, ur) <p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p> <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: • all major syllable patterns • common roots and related prefixes and suffixes</p> <p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>3.3 R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p> <p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p>	<p>(I can.....)</p> <p>Students will identify and distinguish between:</p> <p>Vowel Diphthongs oi, oy</p> <p>Homophones</p> <p>Words ending in –er and –le</p> <p>Contractions with n’t, ‘d, ‘ve</p> <p>Words with ar, or, ore</p> <p>Words with er, ir, ur, or</p> <p>Students will be able to identify the Author’s purpose.</p> <p>Students will be able to identify the point of view of a story.</p> <p>Students will be able to Compare and Contrast two different stories.</p> <p>Students will be able to define what a verb, locate it in a sentence, and tell what tense it is in.</p> <p>100 Fluency</p> <p>Students will be able to Write about reading and write an Informative and explanatory piece.</p> <p>Students will be able to identify the different types of nouns in a text.</p> <p>Students will be able to Infer and Predict what is going to</p>	<p>Can Include but not limited to:</p> <p>Words in Context from Text</p>	<p>Skills in Context Quiz</p> <p>Vocabulary Quiz</p> <p>Centers</p> <p>Phonics & Grammar Quiz</p> <p>Fluency Checks</p> <p>Listening Log</p> <p>Writer’s Conference Sheet</p> <p>Post-Benchmark Unit Test</p> <p>Pre-Benchmark Test</p> <p>Interactive Notebook</p>	<p>Judy Moody Saves the World! and My Smelly Pet</p> <p>The Albertosaurus Mystery: Philip Currie’s Hunt in the Badlands and Finding Fossils for Fun</p> <p>A Tree is Growing and Stopping by Woods on a Snowy Evening</p> <p>Two Bear Cubs & Whose Land Is It?</p> <p>Life on the Ice and The Raven: An Inuit Myth</p> <p>Boy, Were We Wrong About Dinosaurs!</p> <p>Words Their Way Sorts</p> <p>Leveled Readers</p>

<p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p> <p>3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text</p> <p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding..</p> <p>3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.</p> <p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p> <p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p>	<p>happen next in the story using information from the text.</p> <p>Students will be able to retell a story or recount an experience.</p> <p>Students will be able to identify the Pronoun/ Subject and verb agreement in a sentence.</p> <p>Students will be able to write Quotations.</p> <p>Students will be able to identify the message in a story.</p> <p>Students will be able to identify the theme in a story.</p> <p>Students will be able to write their first name in cursive.</p>			
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<p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>3.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words</p> <p>3.2.F. 2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization: • setting (i.e., time, place) • plot • characters • theme</p> <p>3.3.R. 6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support</p>				
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<p>3.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support</p> <p>3.4.R. 2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>3.4.R. 3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p> <p>3.4.R. 5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.</p> <p>3.5.R. 3 Students will recognize adjectives, articles as adjectives, and adverbs.</p> <p>3.5.R. 4 Students will recognize prepositions and conjunctions.</p> <p>3.5.R. 5 Students will recognize the subject and verb agreement.</p> <p>3.5.W.1 Students will capitalize and appropriately punctuate: • titles of respect • appropriate words in titles • geographical names</p> <p>3.6.R. 1 Students will use their own questions to find information on their topic.</p> <p>3.6.R. 2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p> <p>3.6.R. 3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p> <p>3.6.R. 4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p> <p>3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>				
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<p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p> <p>3.6.W.3 Students will summarize and present information in a report.</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>				
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JAY PUBLIC SCHOOLS CURRICULUM MAP
3rd grade ELA
2017-18

Subject: ELA		Updated: (3/26/18)		
1st , 2nd , 3rd, 4th Quarter – Estimated Time: 2nd Quarter				
Content Strands: Speaking and Listening, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading and Writing				
Unit and Time Frame: 5 weeks				
What is the power of education and reading?				
Unit 5, Lesson 23-25				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p> <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: • common roots and related prefixes and suffixes</p> <p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>(I can.....)</p> <p>Students will identify and distinguish between:</p> <p>Suffixes –ful, -y, -ous, -ly, -er</p> <p>Prefixes un-, pre-, re-, bi-</p> <p>Suffixes –less, -ness, -able</p> <p>Base words and –ed, -ing</p> <p>Spelling changes: -s, -es, -ed, -ing</p> <p>Less common plurals</p>	<p>Can Include but not limited to:</p> <p>Words in Context from Text</p>	<p>Skills in Context Quiz</p> <p>Vocabulary Quiz</p> <p>Centers</p> <p>Phonics & Grammar Quiz</p>	<p>The Journey of Oliver K. Woodman & Moving the U.S. Mail</p> <p>Dog-of-the-Sea-Waves & The Land of Volcanoes Built</p>

<p>3.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p> <p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p> <p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p> <p>3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text</p> <p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding..</p> <p>3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.</p> <p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p>Students will be able to identify the Author's purpose. 100 Fluency</p> <p>Students will be able to Write about reading and write a narrative piece.</p> <p>Students will be able to identify possessive nouns and pronouns. Students will be able to identify and write complex sentences.</p> <p>Students will be able to Infer and Predict what is going to happen next in the story using information from the text.</p> <p>Students will be able to retell a story or recount an experience.</p> <p>Students will be able to write their first and last name in cursive</p>		<p>Fluency Checks</p> <p>Listening Log</p> <p>Writer's Conference Sheet Post- Benchmark Unit Test</p> <p>Pre- Benchmark Test</p> <p>Interactive Notebook</p>	<p>Mountains: Surviving on Mt. Everest & The Big Cleanup</p> <p>Words Their Way Sorts</p> <p>Leveled Readers</p>
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<p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p> <p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</p> <p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>3.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).</p>				
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<p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words</p> <p>3.2.F. 2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>3.3.R. 1 Students determine the author’s stated and implied purpose (i.e., entertain, inform, persuade).</p> <p>3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● characterization</p> <p>3.3.R. 4 Students will find examples of literary devices: ● hyperbole</p> <p>3.3.R. 6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support</p> <p>3.4.R. 2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>3.4.R. 3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p> <p>3.4.R. 5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.</p> <p>3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>3.4.W.2 Students will select appropriate language according to purpose in writing.</p> <p>3.5.R. 1 Students will recognize pronouns and possessive nouns.</p> <p>3.5.R. 3 Students will recognize adjectives, articles as adjectives, and adverbs.</p> <p>3.5.R. 4 Students will recognize prepositions and conjunctions.</p>				
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<p>3.6.R. 1 Students will use their own questions to find information on their topic.</p> <p>3.6.R. 2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p> <p>3.6.R. 3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p> <p>3.6.R. 4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p> <p>3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p> <p>3.6.W.3 Students will summarize and present information in a report.</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>				
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JAY PUBLIC SCHOOLS CURRICULUM MAP
3rd grade ELA
2017-18

Subject: ELA	Updated: (3/26/18)
1st , 2nd , 3rd, 4th Quarter – Estimated Time: 2nd Quarter	
Content Strands: Speaking and Listening, Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading and Writing	

Unit and Time Frame: 5 weeks

What is the power of education and reading?

Unit 6, Lesson 26-30

Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p> <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: ● contractions abbreviations● common roots and related prefixes and suffixes</p> <p>3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>3.3 R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p> <p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p> <p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding..</p> <p>3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.</p> <p>3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own</p>	<p>(I can.....)</p> <p>Students will identify and distinguish between: Final Syllables –tion, -sion, -ture Words with VCCV Pattern Suffix-ion Homographs and Homophones Word Roots Double consonants Words with –ough and –augh Prefixes, un-, dis-</p> <p>Students will be able to retell a story or recount an experience.</p> <p>Students will be able to use and identify correct pronouns</p> <p>Students will be able to use and identify compound words</p> <p>Students will be able to Brainstorm problems and solutions</p> <p>Students will be able to identify the main idea and supporting details.</p> <p>Students will be able to analyze/evaluate different characteristics of a story</p>	<p>Can Include but not limited to: Words in Context from Text</p>	<p>Skills in Context Quiz</p> <p>Vocabulary Quiz</p> <p>Centers</p> <p>Phonics & Grammar Quiz</p> <p>Fluency Checks</p> <p>Listening Log</p> <p>Writer’s Conference Sheet</p> <p>Post- Benchmark Unit Test</p> <p>Pre- Benchmark Test</p> <p>Interactive Notebook</p>	<p>The Foot Race Across America & Paca and the Beetle</p> <p>The Power of Magnets & Electromagnets and You</p> <p>Becoming Anything He Wants to Be & My Blue Belt Day!</p> <p>A New Team of Heros & C-H-A-M-P-I-O-N</p> <p>Saving Buster & Acting Across Generations</p> <p>Words Their Way Sorts</p> <p>Leveled Readers</p>

<p>ideas clearly in pairs, diverse groups, and whole class settings.</p> <p>3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p> <p>3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.</p> <p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p> <p>3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words</p>	<p>Students will be able to write a compare and Contrast Paragraph</p> <p>Students will be able to identify and write a cause and effect paragraph</p> <p>Students will be able to identify and write a Fact and Opinion paragraph</p> <p>Students will be able to write their first and last name in cursive</p>			
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<p>3.2.F. 2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>3.3.R. 1 Students determine the author’s stated and implied purpose (i.e., entertain, inform, persuade).</p> <p>3.3.R. 3 Students will find textual evidence when provided with examples of literary elements and organization: ● characters</p> <p>3.3.R. 4 Students will find examples of literary devices: ● simile</p> <p>3.3.R. 5 Students will distinguish fact from opinion in a text.</p> <p>3.3.R. 6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support</p> <p>3.3.W.2 INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p> <p>3.4.R. 2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>3.4.R. 3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p> <p>3.4.R. 4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p> <p>3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>3.4.W.2 Students will select appropriate language according to purpose in writing.</p> <p>3.5.R. 3 Students will recognize adjectives, articles as adjectives, and adverbs.</p>				
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<p>3.5.W.1 Students will capitalize and appropriately punctuate: ● titles of respect ● appropriate words in titles ● geographical names</p> <p>3.5.W.2 Students will use complex contractions (e.g., should've, won't).</p> <p>3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</p> <p>3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p> <p>3.6.W.3 Students will summarize and present information in a report.</p> <p>3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>				
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