My District Curriculum Maps

2023-2024 Grade 3 ELA: Quarter 1: Weeks 1-10: Topic- Characterization and Arguments

Last updated: **8/19/2023**

Options

READING

Building Vocabulary and Knowledge of the World:

- Determine the meanings of academic vocabulary from texts
- Participate in conversations using topic vocabulary to build knowledge
- Use sentence-level context clues to determine meanings of new words in text

Fluency:

- Apply phonics and decoding skills
- Re-read to use context for self-correcting and to support understanding of text

Comprehension/Science of Reading Comprehension Strategies:

- Activate prior knowledge about text features to build comprehension (e.g.know that illustrations and captions will give more details on a topic, know that maps will show key locations about the topic)
- Ask(and answer) questions about specific text details
- Ask (and answer) questions to make inferences
- Ask (and answer) questions about character traits, motivations, or feelings
- Ask (and answer) questions about how the author's perspective is the same or different from the narrator or characters in a text.
- Ask (and answer) questions about how specific illustrations or text features contribute to the meaning from the words
- Make predictions based on character traits, motivations, or feelings
- Summarize by discussing characters, setting and major events or key details

Computer Science and Digital Fluency:

- Compare and explain how the rules for using computer technology can be different in settings - school vs. home.
- Locate and use keys on a keyboard to enter text independently when using computer programs (e.g. Seesaw)

STANDARDS

Reading Foundational Codes: 3RF3, 3RF 4

Reading Codes: 3R1, 3R3, 3R4, 3R5, 3R6

Speaking and Listening Codes:3SL1, 3SL3

Language Codes: 3L1, 3L4

Computer Science and Digital Fluency Codes: 2-3.IC.2, 2-3.DL.1

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS:

*In the order suggested below

Characterization HMH Modular 1

- Zack Jumps In (F) page 16
- *Marisol McDonald Doesn't Match (F) page 18*
- Judy Moody Mood Marsian (F) page 38
- Stink and the Freaky Frog Freakout (F) page 60

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

If not specified, text is from HMH

Characterization

- Scaredy Squirrel (F) HMH page 76
- Ramona Quimby Age 8 Excerpts
- Characterization video
- I didn't do it (F) POV RAZ close reading passage
- I didn't do it (F) close reading questions
- Icos Goes to School (F) story elements,prob/solution
- Not Just a Little (F) character change
- Swedish Meatball Potstickers with Mustard Sauce (F) POV

PHONEMIC AWARENESS, PHONICS, & DECODING

Fundations

Week 1: Review Concepts

- Digraphs and blends
- Digraph blends
- bonus letter rule
- Tapping to read

Unit 1 (2 weeks):

Concepts:

- Closed syllable concept
- Glued sounds: all, an, am
- Glued sounds: ang, ong, ing, ung, ank, ink, onk, unk
- Exceptions to closed syllables: olt, ost, ind, ild
- ck and tch spelling

Sample words- quilt, elf, shred, kick, crush, string, pitch, colt, squash

Unit 2 (3 weeks):

New Concepts:

- Suffixes: -s, -es, -ed, ing, -able, -ive, -en, -er, -est, -ish, -y, -less, , -ful, -ness, -ly, -ty, -ment
- Forming plurals using -s and -es
- -ed can make the sounds: /ed/ /d/ /t/
- 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix)
- Sample Words: stronger, tallest, shipped, shipment
- Sound alike words: son, sun; some, sum; banned, band: guest, quessed; missed mist

Unit 3 (1 week)

New Concepts:

- Vowel-Consonant-e syllables
- Spelling of /k/ in a v-e syllable
- s saying /z/ between two vowels
- Review division of multisyllabic words
- Two-syllable words with closed syllables

WRITING

Writing about Reading:

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Produce Simple Sentences
- Capitalize appropriate words in titles.
- Use correct capitalization.
- Participate in conversations to prepare for writing
- Use academic vocabulary when appropriate to discuss a topic and prepare for writing

Writing Process:

- Respond in diverse formats of writing to a theme, text, author, or experience.

STANDARDS

Writing Codes: 3W4

Speaking and Listening Codes: 3SL1, 3SL6

Language Codes:3L1, 3L2

RESOURCES

Anchor Charts

Time for Kids Debate Articles

Pro and Con artilces

RADD Bond

Standard 2 Retell b_m_e

Standard 3 FAST analyzing character

Standard 3 Literary Elements

Standard 3 Sequencing

Standard 3 problem and solution

Standard 3 compare contrast

Standard 6 Point of View

Standard 7 text features

Writing Rubrics

Resources

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
				• Two-syllable words with closed and vowel-consonant-e syllables • Spelling multisyllabic words • Sample Words: rose, invent, splendid, hope, confuse, reptile • Sound Alike Words: plain, plane **STANDARDS** **Reading Foundational Skills Codes:** 3RF3		
	Building Vocabulary and Knowledge of the World: • Determine the meanings of academic vocabulary from texts • Participate in conversations using topic vocabulary to build knowledge • Use sentence-level context clues to determine meanings of new words in text **Fluency:** • Apply phonics and decoding skills • Re-read to use context for self-correcting and to support understanding of text **Comprehension/Science of Reading Comprehension Strategies:** • Activate prior knowledge about text features to build comprehension (e.g.know that illustrations and captions will give more details on a topic, know that maps will show key locations about the topic) • Ask(and answer) questions about specific text details • Ask (and answer) questions to make inferences • Ask (and answer) questions about informational texts based on text features to build comprehension. • Ask (and answer) questions about how specific illustrations or text features contribute to the meaning from the words • Summarize the author's claim in an argument and reasons and evidence used to support the claim **Computer Science and Digital Fluency:** • Compare and explain how the rules for using computer technology can be different in settings - school vs. home. • Locate and use keys on a keyboard to enter text independently when using computer programs (e.g. Seesaw) **STANDARDS** Reading Foundational Codes: 3RF3, 3RF 4 Reading Codes: 3R1, 3R3, 3R4, 3R5, 3R8 Speaking and Listening Codes:3SL1, 3SL3 Language Codes: 3L1, 3L4 Computer Science and Digital Fluency Codes: 2-3.IC.2, 2-3.DL.1	**READ ALOUDS AND MEDIA FOR TEXT SETS:** *In the order suggested below **Forming Arguments about School Practices:** • First opinion pro/con recess • Homework-school year round handouts to access text below • Is homework good or bad? (writing a-z) (NF) • For your health (reading a-z) (NF)) • Should School be Year Round? - readworks (NF) • Should cell phones be allowed in school? (NF)	**STUDENT-READ TEXT OPTIONS FOR TEXT SET(S):** **Forming Arguments about School Practices:** • Should Chocolate Milk be Banned from School? - Storyworks (NF) • Quiz - Should Chocolate Milk be Banned • Video opinion writing • Time For Kids opinion ideas text sets (NF) see below Time for Kids oinion articles: all NF • Should Kids Do Homework? • Should Summer Reading be Manadatory? • Should cursive be taught in school? • Should Students Wear Uniforms? • Should Halloween be changed to Saturday? • Should Kids have to go to School on line on Snow Days? • The Homework Debate • Do Kids Need Homework? • Should Grades Be Eliminated? • Should Technology Companies Store Students Personal Data? • Should Schools Have Mental Health Days?	Continued from Weeks 1-5: **Unit 2 (3 weeks):** **New Concepts:** • Suffixes: -s, -es, -ed, ing, -able, -ive, -en, -er, -est, -ish, -y, -less, , -ful, -ness, -ly, -ty, -ment • Forming plurals using -s and -es • -ed can make the sounds: /ed/ /d/ /t/ • 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix) • Sample Words: stronger, tallest, shipped, shipment • Sound alike words: son, sun; some, sum; banned, band: guest, quessed; missed mist **Unit 3 (1 week)** **New Concepts:** • Vowel-Consonant-e syllables • Spelling of /k/ in a v-e syllable • s saying /z/ between two vowels • Review division of multisyllabic words • Two-syllable words with closed syllables • Two-syllable words with closed and vowel-consonant-e syllables • Spelling multisyllabic words • Sample Words: rose, invent, splendid, hope, confuse, reptile • Sound Alike Words: plain, plane **STANDARDS** **Reading Foundational Skills Codes:** 3RF3	**Writing about Reading:** • Gather information from multiple sources, take notes, and organize notes into provided categories about the research topic. ***Grammar- Be sure to teach:** • Produce simple, and compound sentences • Capitalize appropriate words in titles. • Use correct capitalization. • Participate in conversations to prepare for writing • Use academic vocabulary when appropriate to discuss a topic and prepare for writing **Writing Process:** • Introduce a claim • Supported a claim with details • Organize the reasons and evidence to support the claim • Use specific words and phrases about the claim topic • Use linking words and phrases to connect ideas within categories of information • Provide a concluding statement or section. **STANDARDS** Writing Codes: 3W1, 3W7 Speaking and Listening Codes: 3SL1, 3SL6 Language Codes:3L1, 3L2	Anchor Charts Time for Kids Debate Articles Pro and Con artilces RADD Bond Standard 2 Retell b_m_e Standard 3 FAST analyzing character Standard 3 Literary Elements Standard 3 Sequencing Standard 3 problem and solution Standard 3 compare contrast Standard 6 Point of View Standard 7 text features Writing Rubrics Resources