My District Curriculum Maps

2023-2024 Grade 3 ELA: Quarter 2: Weeks 11-20: Topics- Communication and Animal Behavior

Last updated: 8/19/2023

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
	Building Vocabulary and Knowledge of the World: • Determine the meaning of figurative language to gain knowledge about the topic/theme • Participate in conversations using topic vocabulary to build knowledge Fluency: • Apply phonics and decoding skills • Read texts multiple times to read with word accuracy, appropriate rate, and expression • Re-read to use context for self-correcting and to support understanding of text Comprehension/Science of Reading Comprehension Strategies: • Activate prior knowledge of words about a topic • 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 how parts of a text go together (egs. events, ideas, or concepts in a text are in sequence or have a cause/efect relationship). • 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 • Make predictions about details in a text based on connections to your life experience with the text topic/theme and what you know about the topic/theme from other texts • Summarize a speaker's point of view with appropriate details • Monitor comprehension by explaining how specific illustrations or text features contribute to meaning from the words in a text (e.g., illustrations might create mood, emphasize character or setting, or determine where, when, why, and how key events occur). • Monitor comprehension by checking to see if a phrase has a literal or nonliteral meaning *Continue to review previously taught skills for ALL 4 quarters: 3R1, 3R2, 3R3, 3R4, 3R5, 3R8, 3R9 Computer Science and Digital Fluency: • explain how technology was invented to solve problems and improve communication • identify what makes some computing devices or apps easier or more difcult to use (e.g. comparing which SMART Board apps are easy and difcult to use and why) • describe how software helps to complete tasks (e.g. word processor helps to create a book, voice-to-text helps to tell information, drawing software helps create illustrations, cell phones help to communicate, etc.) • use a keyboard accurately • use digital tools to communicate, collaborate, and share ideas (e.g. Seesaw) STANDARDS	READ ALOUD AND MEDIA FOR TEXT SETS: HMH modular 2 *In the order suggested below • A LOL Story :) (F) page 112 • Dear Primo (F) page 114 • Adventures with Words page 148 • Dear Dragon (F) page 182 • Sending a Letter - BrainPOP Jr (NF)	STUDENT-READ TEXT OPTIONS FOR TEXT SETS: Modes of Communication: • Night Writing in War Time Common Lit (NF) • Animal Communication RAZ Kids V (NF) can diferentiate 4th grade text level by assigning audio to lower level students • Iṁ not going RAZ kids close reading passage persuasive letter (F) • Iṁ not going close reading questions (F) • Douglas Florian's Books (NF) HMH • Aleckś Big Idea (NF) HMH	Fundations Unit:4(2 weeks) New Concepts • ve sas a sufx • ve at the end of a word (v never ends words in English) • Silent e spelling rule • Sample Words: olive, hoping, safer, lately, pavement • Sound Alike Words: mall, male; mind, mined; find,fined Unit 5 (2 weeks) New Concepts • Identifying schwa (the unstressed central vowel) • Reading words with a schwa in an unaccented syllable • -et spelling at the end of words such as jacket • Sample Words: wagon, salad, mitten, jacket • Sound Alike Words: weather,whether; father, farther Unit 6 (3 weeks) New Concepts • Open Syllables • Schwa in an open syllable with a • Schwa in an open syllabele with i • Open syllable exception • Sample Words: music, relate, cry, baby, Alaska,animal, radio • Sound Alike Words: hi,high; by, buy, bye; oh,owe Unit 7 (2 weeks) New Concepts • Pluralizing words ending in y • Y and sufx spelling rule • Sample Words: happiest, studied, tries, babies,donkeys	Writing about Reading: • Write about what you learned from research to answer specific self-generated questions and provided questions *Be sure to teach: • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Form and use regular and irregular plural nouns. • Form and use regular and irregular verbs. • Use words and phrases –including words that show time and space - from the topic texts, conversations, and experiences, when writing about the topic Writing Process: • Introduce a topic (ways people communicate) • Organize related information together. • Teach about the topic using facts, definitions, and details. • Include illustrations to teach about the topic. • Use specific words and phrases about the topic. • Use linking words and phrases to connect ideas within categories of information. • Provide a concluding statement or section. STANDARDS Writing Codes: 3W2, 3W6 Speaking and Listening Codes: Language Codes: 3L2, 3L6	Anchor Charts Make an Inference Anchor Charts Literal/Nonliteral Language Fable Genre Anchor Chart Writing Rubrics Resources Determining Theme using Character's Thoughts/Actions/Words Determining Theme using End of Story Retelling Graphic Organizer Main Idea and DetailsGraphic Organizer Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
	Reading Foundational Codes: 3RF4 Reading Codes:3R3, 3R4, 3R5, 3R7, 3R8 Speaking and Listening Codes: 3SL3 Language Codes: 3L1 Computer Science and Digital Fluency Codes: 2-3.IC.3, 2-3.IC.6, 2-3.NSD.2, 2-3.DL.1, 2-3.DL.2			• Sound Alike words: our, ower; thrown, throne STANDARDS: Reading Foundational Skills Code: 3RF3		

	Building Vocabulary and Knowledge of the World:
	• Build an understanding of topics by determining central ideas and supporting details/information in diverse texts
	• Participate in conversations using topic vocabulary to build knowledge
	• Identify and describe the meanings and categories of words about the topic/theme (e.g., describe animals that are nurturing).
	• Conduct research to learn about a topic
	• 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)
	• Learn about a topic from a speaker
	
	Fluency:
	• Apply phonics and decoding skills
	• Read texts multiple times to read with word accuracy, appropriate rate, and expression
	• 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)
	• Activate prior knowledge about the topic of a text based on connections to other texts, knowledge of the world, and personal experiences
	• Ask(and answer) questions about the gist of sections of text to summarize parts of a text
	• Ask (and answer) questions about how specific illustrations or text features
	• contribute to the meaning from the words
	• Make predictions about details in a text based on connections to your life experience with the text topic and what you know about the topic from other texts
	
	*Continue to review previously taught skills for ALL 4 quarters: 3R1, 3R2, 3R3, 3R4, 3R5, 3R8, 3R9
	STANDARDS
	Reading Foundational Codes: 3RF4
	Reading Codes: 3R2, 3R4, 3R5, 3R7, 3R9
	Speaking and Listening Codes: 3SL2, 3SL3
	Language Codes:3L1, 3L5
		READ ALOUDS AND MEDIA FOR TEXT SETS:
		*In the order suggested below
		• HeroRATs RAZ O (NF)
		• Beekeeper RAZ O (NF)
		• Science 21 Animals in Groups: (NF)
		  ○ Ant Teams Get Food!
		  ○ Ducklings Depend on Their Mother
		  ○ Fish Stay in School
		  ○ Single Parents
		  ○ Nature's Engineers
			STUDENT-READ TEXT OPTIONS FOR TEXT SET(S):
			Fiction
			Aesop's Fables-Raz Kids (M, P,S)
			Nonfction
			• Pebble Go search engine Library media center
			• A to Z science animals in groups
			• Science 21 - Animals in Groups (extensions):
			  ○ Elephant Family
			  ○ Horseshoe Crabs
			  ○ Honey Bees
			  ○ The Scoop on Pelicans
			  ○ Poison Dart Tadpoles Have Dad's Back
			  ○ Herons Make Noisey Neighbors
			  ○ Meerkat Mobs
			  ○ Monarch Roosts
				Fundations
				Unit: Continue above
				STANDARDS
				Reading Foundational Skills Codes: 3RF3
					Writing about Reading:
					• Continue to use previously taught sentence writing and grammar skills.
					• Respond in diverse formats.
					• Gather information from multiple sources, take notes, and organize into provided categories about a research topic.
					
					Writing Process:
					• Introduce a topic:
					• Organize related information together
					• Teach about the topic using facts, definitions, and details.
					• Include illustrations to teach about the topic.
					• Use specific words and phrases about the topic.
					• Use linking words and phrases to connect ideas within categories of information.
					• Provide a concluding statement or section.
					
					Computer Science and Digital Fluency:
					• use a keyboard accurately
					• use digital tools to communicate, collaborate, and share ideas (e.g. Seesaw)
					
					STANDARDS
					Writing Codes: 3W2, 3W4, 3W6, 3W7
					Speaking and Listening Codes: 3SL5
					Language Codes: 3L1, 3L2
					Computer Science and Digital Fluency Codes: 2-3.DL.1, 2-3.DL.2
						Anchor Charts
						Writing Rubrics
						Resources
						The Bearded Dragon (Readworks, AtoZanimals,PetPonder)
						Chinchilla -this will be research material
						The Beekeeper
						- In the section, "The Work of the Beekeeper" why is the equipment the beekeeper uses important to his job? Use two details from the text to support your answer.
						- What is the main idea of the section "The Life in a Hive"? Use two details from the text to support your answer.
						- What does page 7 show about Buzz's feelings towards using gloves? Use two details from the text to support your answer.
						- Why does the author of The Beekeeper use subheadings? Use two details from the text to support your answer.
						HeroRats
						- How does the paragraph on page 5 connect to the paragraph on page 6? Use two details from the text to support your answer.
						- How does the picture on page 3 help the reader understand the problem in the text? Use two details from the text to support your answer.
						- What do pages 8 through 12 show about the training of rats? Use two details from the text to support your answer.
						- How does the picture of the rat on page 7 support the information in the text below the

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
						picture? Use two details to support your answer. -Research Criteria Suggestion • Develop a topic with facts, definitions, and details (organize related information together). • Include illustrations when aiding comprehension. • Use precise language and vocabulary. • Use linking words and phrases. • Provide a conclusion. Use Crafting Non-Fiction by Linda Hoyt Lessons: • Taking notes pages 50-51 • Turning Research notes into running texts pages 86-87 • Infusing Transition Words and Phrases pages 90-91 • Creating a Conclusion pages 100-101 • Inserting Illustrations and Visuals pages 148-149