My District Curriculum Maps

2023-2024 Grade 3 ELA: Quarter 3: Weeks 23-33: Topic- Countries

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

Options

READING

Building Vocabulary and Knowledge of the World:

- Determine the meanings of words and phrases related to the topic
- 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
- Use nouns, verbs, adjectives, and adverbs from texts on a topic to learn about the topic.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use sentence-level context clues to determine meanings of new words in text
- Use words and phrases –including words that show time and space -from the topic texts, conversations, and experiences, in speaking and writing

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 knowledg**e 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)
- **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/theme from other texts
- **Activate prior knowledge** about the genre of a text to support comprehension (e.g. know a fable has animal characters and a lesson)
- Use details from a text to support **inferencing**
- **Ask** (and answer) **questions** about the gist of sections of text to summarize parts of a text
- **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
- **Ask** (and answer) **questions** about a speaker's point of view and the details shared.
- **Ask** (and answer) **questions** about 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
- **Visualize** story elements and descriptive details in an informational text
- **Visualize** a story or details in an informational text based on connections to your own life, other texts, or things you know about the topic.
- **Summarize** a theme of a literary text and the details that supported that theme
- **Ask** (and answer) **questions** about character traits, motivations, or feelings
- **Summarize** a speaker's point of view with appropriate details

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS:

*In the order suggested below

Italy

- Video - Introducing Italy
- *Gigi & the Wishing Ring* from Into Reading (F) Modular 4 page 324

Germany

- Video - *Germany*
- *The Fisherman and His Wife* (F)

Asia (Connect to China)

- The Great Wall of China video on BrainPOP
- *Ian Ho and The Wiseman* from *Folktales from Ecosystems Around the World* HMH Rigby Level Q-science Ian Ho questions (F)

Central America (Connect back to Mexico)

- *Papito and the Chirimia Folktales from Ecosystems Around the World HMH Riby Level Q* (F)
- *Papito questions*

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

Folktale Text Set from Common Lit (For more practice with folktales from the countries studied when possible)

Italy

- Pinocchio, Part 2- Raz Kids- (T)
- Colosseum – Raz Kids (L, U)
- Galileo- RazKids (P, S,V)
- Walking in Roman Footsteps- Raz Kids (Q)

Asia (Focus on China)

- China- Raz Kids (L, Q, R, U, V)
- China informational text bundle readworks
- China - Empty Pot – Raz Kids (H,K,N)
- China - Empty Pot (play) - Storyworks login
- China - Yeh Shen - A Chinese Cinderella Story (play)

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PHONEMIC AWARENESS, PHONICS, & DECODING

Fundations

Unit 8 (3 weeks):

- Final Stable Syllables -consonant le; tion/sion
- consonant le exception
- final syllable with chwa vs. consonant le
- consonant-le/ adding suffixes
- Sample words: gobble, tumble, noble, bugle, whistle, bagel, settling, settlement
- Sound Alike Words: principal, principle; wear, where; wait, weight; week, weak; meet, meat

Unit 9 (3 weeks):

New Concepts:

- All sounds of ar, er, ir, or and Combinging r-controlled syllables with er, ir, and ur with other syllable types
- war and wor
- -ward and -or as a suffix
- spelling options and procedures for schwa /er/ sound
- dictionary skills
- r-controlled exception (rr)
- 1-1-1 spelling rule with r-controlled words
- Sample words: burst, termite, orbit, solar, cherry, warmth, furry, stirred
- Sound Alike Words: heard, herd; berry, bury; warn, worn

Unit 10 (3 weeks)-

New Concepts:

- Double vowels
- Double vowel syllables
- Additional sounds: eigh, ei, ea, ie, igh, oo, ui
- Adding suffixes to double vowel words
- Double vowel exception
- Sample Words: understood, delighted, destroying

WRITING

Sentence Writing and Grammar:

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Writing about Reading:

Continue with Quarter 2 Writing about reading

- Correctly use frequently confused words (e.g., to, too, two; there, their)
- Use commas in addresses.
- 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 to compose
- use digital tools to communicate, collaborate, and share ideas on a topic
- identify a keyword to research a topic online using teacher-approved tools (e.g. brainpop, pebblego)
- use digital tools to create content (e.g. a Seesaw note or recording, a slide, a document, etc.)
- identify unusual activity on a device that should be reported to an adult (e.g. pop-ups, loading issues, etc.)

STANDARDS

Writing Codes: 3W2, 3W4, 3W6, 3W7

Speaking and Listening Codes:3SL1

Language Codes: 3L1, 3L2

Computer Science and Digital Fluency Codes: 2-3.DL1, 2-3.DL2, 2-3.DL3, 2-3.DL4, 2-3.CY5

RESOURCES

Anchor Charts

Writing Rubrics

Resources

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
	• **Summarize** a text using information from the text, illustrations, and text features **STANDARDS** Reading Foundational Codes: 3RF4 Reading Codes: 3R1, 3R2, 3R3, 3R4, 3R5, 3R6, 3R7, 3R8, 3R9 Speaking and Listening Codes: 3SL1, 3SL2, 3SL3 Language Codes:3L1, 3L4, 3L6			• Sound Alike Words: led, lead; break, brake; sail, sale; pail, pale **STANDARDS** Reading Foundational Skills Codes: 3RF3		