My District Curriculum Maps

2023-2024 Grade 3 ELA: Quarter 4: Weeks 34-41: Topics- Earth and Nature

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

Options

READING

Building Vocabulary and Knowledge of the World:

- Determine the meaning of figurative language to gain knowledge about 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 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:

- **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/theme.
- **Summarize** a portion of a text
- **Summarize** a text using information from the text and illustrations
- **Monitor comprehension** by checking to see if you can determine characters' traits, motivations, and characters' feelings; re-read if you are unsure
- **Monitor comprehension** by explaining how specific illustrations or text features contribute to meaning from the words in atext (e.g., illustrations might create mood, emphasize character or setting, or determine where, when, why, and how key events occur).
- **Monitor comprehension** by reading to determine the author's claim and the evidence to support the claim

STANDARDS

Reading Foundational Codes: 3RF4, 3RF3

Reading Codes:3R1, 3R2, 3R3, 3R4, 3R5, 3R7, 3R8, 3R9,

Speaking and Listening Codes: 3SL1, 3SL2

Language Codes:3L1, 3L4, 3L5, 3L6

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS:

*In the order suggested below

Literature about Using Earth's Resources Wisely

A Mr. Rubbish Mood excerpt from Judy Moody Saves the Day (F)

Nonfiction Texts about Using Earth's Resources Wisely

Video:

- *BrainPOP Recycle*

Texts:

- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* from Into Reading (NF) Module 7 page 122
- ***The Plastic Project*** **Grade 5 from Common Lit (NF)**
- *Energy Island: How One Community Harnessed the Wind and Changed the World* from Into Reading (NF) Module 7 page 144
- *Great Ideas from Great Parents* (NF) Modular 9 page 282
- One Well by Rochelle Strauss (NF)
- One Well digital read aloud (NF)

READING PRACTICE TEXTS

STUDENT READ TEXT OPTIONS FOR TEXT SETS:

- *Do What You Can* Grade 3 from Common Lit pair with *One Well*)
- My Earth Day Birthday- Raz Kids (Q) (F)
- *Farmer Will Allan and the Growing Table* from Intro Reading (NF) module 7 page 104
- Why Recycle? RAZ close read passage (NF)
- Why Recycle RAZ close read dquestions (NF)
- Landfills: What a Load of Garbage! RAZ kids levle Q (NF)

PHONEMIC AWARENESS, PHONICS, & DECODING

Fundations

Unit 11 (2 weeks)

New Concepts:

- Contractions
- Sample Words: doesn't, can't, don't
- Sound Alike Words: it's,its; there,their, they're

Unit 12 (2 weeks)

New Concepts:

- Soft sound of c after e,i,y
- Soft sound of g after e,i,y
- English words do not end in j dge after a short vowel
- Silent e spelling rule after soft g and c
- Sample words: gentlemen,entrance, bridges, replacing
- Sound alike words: cell,sell; peace, piece; cent,sent; scene,seen

Unit 13 (2 weeks)

New Concepts:

- New Sounds: ch-chorus-/k/; ph-phone-/f/
- Silent Letters
- Sample words: chorus, truimph, column, wrinkle
- Sound Alike Words: knew,new; knight,night; right,write; knows,nose

Unit 14 (3 weeks)

New Concepts:

- ture and tu
- ci and ti
- Advanced suffix endings -ous,-al,-ent,-an
- Sample Words: vision, protection, adventure, factual, patient
- Sound Alike Words: dtstionssry,stationery; eight, ate; straight, strait; side, sighed

WRITING

Grammar and Sentence Writing Skills:

* Produce simple, and compound sentences using coordinated conjunctions

Writing about Reading:

- Continue with Q1-Q3 previously taught skills

Writing Process:

- Speak clearly to share a story, experience, or information on a topic to prepare for writing or present.
- Explain the difference between telling a story in speaking and writing a story with appropriate conventions.
- Begin a narrative with the situation and introduce a narrator and/or characters.
- Use descriptions of characters' actions, thoughts, and feelings to develop experiences/events or show characters' responses
- Choose words and phrases for effect (to show characters' feelings, actions, etc.)
- Use temporal words and phrases to signal event order
- Provide a conclusion.

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: 3W3, 3W4, 3W6, 3W7

Speaking and Listening Codes: 3SL1, 3SL4

Language Codes: Continue to use previously taught skills

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

RESOURCES

Anchor Charts

Chart 1, Ask and Answer Questions

Chart 7, Make Inferences

Anchor Chart 9, Theme

Anchor Chart 4, Summarize

Anchor Chart 11, Character

Anchor Chart 13, Elements of Poetry

Anchor 16 Text and Graphic Features

Anchor 20 Text Features

Anchor 16 and 20, Text and Graphic Features

Anchor Chart 17, Central Idea

Anchor Chart 19, Point of View

Anchor Chart 26, Figurative Language

Anchor Chart 27, Author's Craft

Anchor Chart 28 Author's Purpose PIE

33, Author's Purpose

Anchor Chart 32, Character's Perspective

What is a Narrative

Key Features of a Narrative

Writing Rubrics

Resources

Narrative Prompt

Personal Narrative Graphic Organizer

Personal Narrative Problem/Solution

Personal Narrative What's the Problem

Learn Zillion Narrative Lessons

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
				STANDARDS Reading Foundational Skills: 3RF3		
	Building Vocabulary and Knowledge of the World: • Determine the meaning of figurative language to gain knowledge about 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 words and phrases –including words that show time and space -from the theme/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:** • **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 portion of a text • **Summarize** a text using information from the text and illustrations • **Monitor comprehension** by checking to see if you can determine characters' traits, motivations, and characters' feelings; re-read if you are unsure • **Monitor comprehension** by explaining how specific illustrations or text features contribute to meaning from the words in atext (e.g., illustrations might create mood, emphasize character or setting, or determine where, when, why, and how key events occur). • **Monitor comprehension** by reading to determine the author's claim and the evidence to support the claim **STANDARDS** Reading Foundational Codes: 3RF4, 3RF3 Reading Codes:3R4, 3R2, 3R4, 3R5, 3R9, 3R1, 3R3, 3R7, 3R8 Speaking and Listening Codes: 3SL2, 3SL1 Language Codes:3L1, 3L4, 3L6, 3L5	**READ ALOUDS AND MEDIA FOR TEXT SETS:** *In the order suggested below • *This is Your Life Cycle* Modular 6 page 18 Science 21 Videos: • Alligator hatch 21 Quqrter4 Lesson7 • Mom moves modular 4 lesson 7 • Butterfly life cycle Unit 4 lesson 8	**STUDENT-READ TEXT OPTIONS FROM TEXT SETS** • Life Cycles – Raz Kids (U) (NF) • Frog Life Cycle Readworks (NF) • Cicada Life Cycle grade 5 (NF) • 2022 ELA released question watermelon Life Cycle (NF) • RAZ science Grade 3 lesson 1 Life Cycles and traits of living things text sets (NF)	**CONTINUE FROM WEEKS 1-5** **Unit 13 (2 weeks)** **New Concepts:** • New Sounds: ch-chorus-/k/; ph-phone-/f/ • Silent Letters • Sample words: chorus, truimph, column, wrinkle • Sound Alike Words: knew,new; knight,night; right,write; knows,nose **Unit 14 (3 weeks)** **New Concepts:** • ture and tu • ci and ti • Advanced suffix endings -ous,-al,-ent,-an • Sample Words: vision, protection, adventure, factual, patient • Sound Alike Words: dtstionssry,stationery; eight, ate; straight, strait; side, sighed **STANDARDS** Reading Foundational Skills: 3RF3	**CONTINUE FROM WEEKS 1-5** **Writing Process:** • Speak clearly to share a story, experience, or information on a topic to prepare for writing or present. • Begin a narrative with the situation and introduce a narrator and/or characters. • Use descriptions of characters' actions, thoughts, and feelings to develop experiences/events or show characters' responses • Use temporal words and phrases to signal eventorder • Provide a conclusion. **Computer Science and Digital Fluency:** • use a keyboard to compose • use digital tools to communicate, collaborate, and share ideas on a topic • use digital tools to create content (e.g. a Seesaw note or recording, a slide, a document, etc.) **STANDARDS** Writing Codes: 3W3, 3W4, 3W6, 3W7 Speaking and Listening Codes: 3SL1, 3SL4 Language Codes: 3L1, 3L2, 3L3 Computer Science and Digital Fluency Codes: 2-3.DL1, 2-3.DL2, 2-3.DL4	**CONTINUE FROM WEEKS 1-5**