



Last Updated: 12/6/24

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
<p><u>Module 1: The Sea</u></p> <p><u>Essential Question:</u> Why do people explore the sea?</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text. (RL.3.1, RI.3.1)</li> <li>● Determine main ideas and supporting details in informational texts and central messages in literary texts. (RL.3.2, RI.3.2)</li> <li>● Compare and contrast information from two texts on the same topic. (RI.3.9)</li> <li>● Use text features to locate information on a topic efficiently. (RI.3.5)</li> <li>● Analyze text illustrations to develop further understanding of information conveyed by the words in the text. (RI.3.7)</li> </ul>	<p><a href="#">Family Letter-English</a></p> <p><a href="#">Family Letter-Spanish</a></p> <p>Family Tip Sheet Module 1</p> <p><a href="#">English</a>    <a href="#">Spanish</a></p>
	<p>Writing</p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a, b, c)</li> <li>● Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)</li> <li>● Develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)</li> </ul>	
	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>● Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1.b)</li> </ul>	



### 3rd Grade ELA Curriculum Map

	<p>Language</p> <ul style="list-style-type: none"><li>● Explain the function of nouns and verbs in general and their functions in particular sentences. (L.3.1.a)</li><li>● Capitalize appropriate words in titles. (L.3.2.a)</li><li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.e)</li><li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (L.3.2.e)</li><li>● Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4.a)</li></ul>	
--	---	--

Quarter 2		
Essential Question/Topic	Standards	Parent Resources



Module 2: Space

Essential Question: How do people learn about space?

**Reading Goals**

- Determine main ideas and supporting details in informational texts and central messages or morals in literary texts. ([RL.3.2](#))
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ([L.3.5.a](#))
- Describe the relationship between a series of events, ideas, or concepts using language that pertains to time, sequence, and cause/effect. ([RI.3.3](#))
- Distinguish their own point of view from that of the author of a text. ([RI.3.6](#))
- Compare and contrast information from two texts on the same topic. ([RI.3.9](#))

**Writing Goals**

- Write opinion pieces on topics or texts, supporting points of view with reasons. ([W.3.1](#))
- Write informative/explanatory pieces to examine a topic and convey ideas and information clearly. ([W.3.2](#))
- Produce writing in which the development and organization are appropriate to the task and purpose. ([W.3.4](#))
- Conduct short research projects that build knowledge about the topic ([W.3.7](#))
- Take notes and sort information from past experiences or gathered information from print or digital sources. ([W.3.8](#))

**Speaking and Listening Goals**

- Engage effectively in a range of collaborative discussions by explaining ideas and understanding in light of the discussion. ([SL.3.1.d](#))

Family Tip Sheet Module 2

[English](#)

[Spanish](#)



### 3rd Grade ELA Curriculum Map

	<ul style="list-style-type: none"> <li>▪ Determine the main idea of visual media or read-aloud text. (SL.3.2)</li> <li>▪ Report on a topic or text, tell a story, or recount an experience with appropriate facts and details, speaking clearly at an understandable pace. (SL.3.4)</li> </ul> <p><b>Language Goals</b></p> <ul style="list-style-type: none"> <li>▪ Use subordinating and coordinating conjunctions to create simple, compound, and complex sentences. (L.3.1.h, i)</li> <li>▪ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3.5)</li> <li>▪ Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). (L.3.5.a)</li> <li>▪ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1.a)</li> <li>▪ Determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4.b)</li> <li>▪ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. (L.3.5.c)</li> </ul>	
--	---	--

Quarter 3		
Essential Question/Topic	Standards	Parent Resources
<p><u>Module 3</u>: A New Home</p> <p><u>Essential Question</u>: How do stories help us understand immigrants' experiences?</p>	<p><b><u>Reading Goals</u></b></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1, RI.3.1)</p>	<p>Family Tip Sheet Module 4</p> <p style="text-align: center;"> <a href="#">English</a>      <a href="#">Spanish</a> </p>



## 3rd Grade ELA Curriculum Map

	<p>Describe the traits, motivations, or feelings of characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</p> <p>Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL.3.9)</p> <p><b><u>Writing Goals</u></b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)</p> <p>Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)</p> <p><b><u>Speaking &amp; Listening Goals</u></b></p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1.a)</p> <p>Ask questions to check understanding of information presented, stay on topic, and</p>	
--	---	--



### 3rd Grade ELA Curriculum Map

	<p>link their comments to the remarks of others. (SL.1.c)</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)</p> <p><b><u>Language Goals</u></b></p> <p>Form and use regular and irregular plural nouns. (L.3.1.b)</p> <p>Use abstract nouns. (L.3.1.c)</p> <p>Form and use regular and irregular verbs. (L.3.1.d)</p> <p>Ensure subject-verb agreement. (L.3.1.f)</p> <p>Use commas in addresses. (L.3.2.b)</p> <p>Use commas and quotation marks in dialogue. (L.3.2.c)</p> <p>Form and use possessives. (L.3.2.d)</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4.c)</p> <p>Identify real-life connections between words and their use. (L.3.5)</p>	



Quarter 4		
Essential Question/Topic	Standards	Parent Resources
<p>Module 4: Artists Make Art</p> <p>Essential Question: What is an Artist?</p>	<p><b><u>Reading Goals</u></b></p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<a href="#">RL.3.4</a></p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.<a href="#">RL.3.5</a></p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).<a href="#">RL.3.7</a></p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).<a href="#">RI.3.8</a></p> <p><b><u>Writing Goals</u></b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<a href="#">W.3.2</a></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.<a href="#">W.3.4</a></p>	<p>Family Tip Sheet Module 3</p> <p><a href="#">English</a>     <a href="#">Spanish</a></p>



## 3rd Grade ELA Curriculum Map

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.[W.3.6](#)

Conduct short research projects that build knowledge about a topic.[W.3.7](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.[W.3.8](#)

### **Speaking & Listening Goals**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.[SL.3.4](#)

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.[SL.3.5](#)

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.[SL.3.6](#)

### **Language Goals**

Form and use comparative and superlative adjectives and adverbs, and choose



### 3rd Grade ELA Curriculum Map

	<p>between them depending on what is to be modified.<a href="#">L.3.1.g</a></p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).<a href="#">L.3.2.e</a></p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<a href="#">L.3.2.f</a></p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.<a href="#">L.3.2.g</a></p> <p>Choose words and phrases for effect.<a href="#">L.3.3.a</a></p> <p>Recognize and observe differences between the conventions of spoken and written standard English. <a href="#">L.3.3.b</a></p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.<a href="#">L.3.4.d</a></p>	