

English Language Arts - GRADE 3 CURRICULUM MAP

INSTRUCTIONAL TIME PERIOD	SKILLS/OUTCOMES	ASSESSMENT
Unit 1	<p>Good Citizens</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Fluently read and understand books at their level. • Read and understand third grade books, with help if needed. • Read third grade books and poems aloud with expression. • Use context clues to help them figure out or correct words they have trouble with. • Recognize the point of view of a character or narrator. • Write a personal narrative that includes descriptive details and clear sequence of events. • Use context clues and antonyms to determine the meaning of unknown words. • Use base words and word families to understand the meaning of new words. • Use the prefix mis- to understand new words. • Use a glossary or dictionary (print and digital) to identify the meaning of unknown words. • Identify the subject and predicate in a simple sentence. • Distinguish the different kinds of sentences (ie- command, question, statement and exclamation). • Combine two simple sentences to create a compound sentence. • Distinguish between common and proper nouns. • Identify singular and plural nouns (-s, -es). <p>Standards: Reading Foundational Skills: 3.3, 3.4</p> <p>Reading: 3.1, 3.3, 3.6, 3.7</p> <p>Writing: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,</p> <p>Speaking and Listening: 3.1, 3.2, 3.3</p> <p>Language: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>	<ul style="list-style-type: none"> • Weekly tests: vocabulary, comprehension, phonics and grammar • Standards Based Assessment 1: "Superhero on Lake Street" and "The Father of the Brooklyn Bridge" • Observation and conferencing checklist • Fastbridge and F&P assessments • Narrative writing rubric
Unit 2	<p>Look and Listen</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Fluently read and understand books at their level. • Read and understand third grade books, with help if needed. 	<ul style="list-style-type: none"> • Weekly tests: vocabulary, comprehension, phonics and grammar • Standards Based

	<ul style="list-style-type: none"> • Read third grade books and poems aloud with expression. • Use context clues to help them figure out or correct words they have trouble with. • Identify the topic and main idea of nonfiction passages. • Identify the key details that support the main idea (social studies texts). • Identify the theme topic of fiction passages. • Write an explanatory piece that introduces a topic and provides details in sequence. • Use the suffix -able and -ible to understand new words • Use context clues and synonyms to determine the meaning of unknown words. • Use a glossary or dictionary (print and digital) to identify the meaning of unknown words. • Identify and use action verbs. • Identify the present tense and past tense of a verb. • Identify and use abstract and concrete nouns. • Determine subject pronouns and noun/pronoun agreement. <p>Standards: Reading Foundational Skills: 3.3, 3.4</p> <p>Reading: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9</p> <p>Writing: 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p> <p>Speaking and Listening: 3.4, 3.5</p> <p>Language: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>	<p>Assessment 2: "Who Invented It?" and writing</p> <ul style="list-style-type: none"> • Observation and conferencing checklist • Informative writing rubric
Unit 3	<p>Lesson Learned</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Fluently read and understand books at their level. • Read and understand third grade books, with help if needed. • Read third grade books and poems aloud with expression. • Use context clues to help them figure out or correct words they have trouble with. • Identify the theme topic and statement, given choices. • Recognize an author's point of view. • Write an informative piece that introduces a topic and uses facts, definitions and details to develop points (inventor research). • Use the suffix -less, -ous and -full to understand new words. • Identify and use homophones and homographs. • Use the prefix in- and im- to understand new words. • Use a thesaurus to find synonyms. • Form and use irregular plural nouns. • Form and use simple present-tense verbs (-s, -es). • Use pronouns and verbs that agree. 	<ul style="list-style-type: none"> • Weekly tests: vocabulary, comprehension, phonics and grammar • Unit 3 Assessment: Performance Task 1, "Practice Makes Perfect" • Observation and conferencing checklist • Informative writing rubric • Fastbridge and F&P assessments

	<ul style="list-style-type: none"> Form and use past, present, and future tense verbs. <p>Standards: Reading Foundational Skills: 3.3, 3.4</p> <p>Reading: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9</p> <p>Writing: 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p> <p>Speaking and Listening: 3.1, 3.2</p> <p>Language: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>	
Unit 4	<p>Natural Wonders</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Fluently read and understand books at their level. Read and understand third grade books, with help if needed. Read third grade books and poems aloud with expression. Use context clues to help them figure out or correct words they have trouble with. Identify theme topic and statement. Distinguish the point of view of a narrator or character from their own. Write an opinion piece in which students clearly state an opinion and reasons that support it. Use context clues to determine the literal and nonliteral meaning of unknown words. Use the suffix -ly to understand new words. Identify, understand and use root words. Use the prefixes pre-, re- and bi- to understand new words. Use a glossary or dictionary (print and digital) to identify the meaning of unknown words and their pronunciation. Identify adjectives and articles. Form and use comparative and superlative adjectives. Use the verb be and helping verbs correctly. Identify, form, and use irregular verbs. Identify and use adverbs. <p>Standards: Reading Foundational Skills: 3.3, 3.4</p> <p>Reading: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9</p> <p>Writing: 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8</p>	<ul style="list-style-type: none"> Weekly tests: vocabulary, comprehension, phonics and grammar Standards Based Assessment 3: "Better Than Gold" and writing Observation and conferencing checklist Opinion writing rubric

	Speaking and Listening: 3.3, 3.4, 3.5 Language: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Unit 5	Going Places The students will be able to: <ul style="list-style-type: none"> • Fluently read and understand books at their level. • Read and understand third grade books, with help if needed. • Read third grade books and poems aloud with expression. • Use context clues to help them figure out or correct words they have trouble with. • Identify the theme statement and use key details to summarize a fiction passage. • Distinguish the point of view of an author from their own. • Write a fictional narrative using descriptive details and dialogue to establish a problem and solution. • Use the prefix non- to understand new words. • Identify, understand and use root words. • Use the suffix -er and -est to understand new words. • Form and use comparative and superlative adverbs and adjectives. • Use possessive nouns and pronouns. • Use dependent clauses and subordinating conjunctions to form complex sentences. • Form and use comparative and superlative adjectives and adverbs. Standards: Reading Foundational Skills: 3.3, 3.4 Reading: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9 Writing: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 Speaking and Listening: 3.1, 3.2, 3.3, 3.4, 3.5 Language: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> • Weekly tests: vocabulary, comprehension, phonics and grammar • Observation and conferencing checklist • Narrative writing rubric • Fastbridge and F&P assessments

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Wisconsin Standards for English Language Arts Covered in Grade 3 (Essential standards are in red.)

Reading: Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets). d. Read grade-appropriate irregularly spelled words. e. Apply common encoding rules: f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). g. Know when to double the final consonant when adding a suffix.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading

R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)

R.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)

R.3.6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)

R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)

R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)

R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Writing

W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.3.2 Write text in a variety of modes: a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion. b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.

W.3.3 Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.

W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.

W.3.7 Conduct short inquiry projects that build knowledge about a topic.

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

W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

SL.3.3 Ask and answer questions about information from a speaker, offering elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Include digital media and visual displays in presentations to enhance certain facts and details.

Language

L.3.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking). b. Recognize differences between the conventions of written and spoken English. c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.

L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of new words when a suffix or prefix is added. c. Use resources to determine word meanings.

L.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language. b. Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected). c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L.3.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).

L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Irregular and regular nouns and verbs. b. Simple verb tenses. c. Subject-verb agreement. d. Simple and compound sentences. e. Easily confused words (e.g., to, too, two).

L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Titles. b. Quotation marks for speech. c. Possessives. d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. Use conventional spelling for high frequency words. f. Use conventional spelling for adding suffixes to basic words. g. Use learned syllable patterns and reference materials to solve and write unknown words.