

Greensburg Elementary School Curriculum Map
(Language Arts)
(3rd Grade)

Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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Q1 W1	Smart Start					
		N/A	Review 2 nd grade skills	N/A	N/A	
Q1 W2	U1W1	Standards: 3.RF.1-3.RF.4.1- Apply foundational reading skills to build reading fluency and comprehension. 3.RF.4.5- Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>). 3.RL.1-Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. 3.RL.2.3- Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. 3.RL.4.1- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>). 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.				
		What can stories teach you?	Visualize/Character	Context clues, interrogative, declarative, imperative, story elements, genre	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q1 W3	U1W2	Standards: 3.RL.1-Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students				

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		interact with texts proficiently and independently. 3.RL.2.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RF.4.2- Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. 3.RF.4.4- Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i>; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i>). 3.RF.4.5- Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>). 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.				
		What can traditions teach you about cultures?	Visualize/Sequence	Context clues, story elements, genre, chronological order,	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q1 W4	U1W3	Standards: 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.3- Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. 3.RL.3.2- Distinguish personal point of view from that of the narrator or those of the characters. 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the				

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		independent level. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.RN.1- Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. 3.RN.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.3.1- Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>). 3.RN.3.2- Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.				
		How do people from different cultures contribute to a community?	Ask & Answer Questions/Sequence	Context clues, genre, chronological order, narrator, subject	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q1 W5	U1W4	Standards: 3.RF.4.4- Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i>; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i>). 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.				

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		How can problem solving lead to new ideas?	Ask & Answer Questions/Cause & Effect	Context clues, genre, biography	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Short Cycle Assessment						
Q1 W6	U1W 5	Standards: 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.W.3.3 Write narrative compositions in a variety of forms that – Establish an introduction (e.g., situation, narrator, characters). Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending. 3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section.				
		How do landmarks help us understand our country's story?	Ask & Answer Questions/Main Idea & Key Details	Context clues, genre, information text, supporting details,	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q1	Review	Standards:				

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W7	w U1	All previous standards covered				
			Review previous skills	All vocabulary words this units	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q1 W8	U2W 1	Standards: 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. 3.RL.2.3 Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>). 3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1 Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>). 3.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.W.6.1A Nouns/Pronouns – Writing sentences using abstract nouns (e.g., <i>hope, thought</i>). 3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and				

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		exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or). 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.				
		Why is working together a good way to solve a problem?	Make Predictions /Theme	Context clues, genre, inferences	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q1 W9	U2W 2	Standards: 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.3 Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>). 3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1 Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>). 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.				

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		3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.				
		Why do people immigrate to new places?	Make Predictions/Theme	Context clues, genre, inferences	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
	Short Cycle Assessment					
Q2 W1	U2W3	Standards: 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters. 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.				

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		3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion. 3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section.				
		How do people make government work?	Reread/Authors Point of View	Checking for understanding, genre, point of view, root word	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q2 W2	U2W4	Standards: 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters. 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RN.3.3 Distinguish one's own perspective from that of the author of the text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group				

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		discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.				
		How can people help animals survive?	Reread/Authors Point of View	Root word, point of view, check for understanding, run-on sentences	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q2 W3	U2W5	Standards: 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>). 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters. 3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>). 3.W.3.2 Write informative compositions on a variety of topics that – State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., pictures, graphics) when useful to aid comprehension. Provide a concluding statement or section. 3.W.4 Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to publish legible documents. 3.W.5 Conduct short research on a topic. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). Locate information in reference texts, electronic resources, or through interviews. Recognize that some sources may be more reliable than others. Record relevant information in their own words. Present the information, choosing from a				

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		variety of formats.				
		How do people figure things out?	Point of View	Stanza, point of view, possessive, genre	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q2 W4	Review U2	Standards: All previous standards covered				
			Review Skills	All vocabulary words this units	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice
Short cycle assessment						
Q2 W5	U3W 1	Standards: 3.RF.4.4 Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i> ; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i>). 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i>) and possessives (e.g., <i>children's, Dennis's</i>). 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. 3.RL.2.3 Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create</i>				

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		<i>mood, emphasize aspects of a character or setting).</i> 3.RV.2.1 Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>). 3.W.6.1B Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.				
		What makes different animals unique?	Visualize/Problem & solution	Check for understanding, context clues, generalization, inferences, index, paragraph, persuasion, story elements	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q2 W6	U3W 2	Standards: 3.RF.4.4- Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i>; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i>). 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words.				

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		3.W.6.1A Nouns/Pronouns – Writing sentences using abstract nouns (e.g., <i>hope, thought</i>). 3.W.6.1B Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>). 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.				
		How can one person change the way you think?	Visualize/Cause & Effect	Multi-meaning words, inferences, point of view,	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q2 W7	U3W 3	Standards: 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not</i> = <i>won't</i>) and possessives (e.g., <i>children's, Dennis's</i>). 3.W.6.1B Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in				

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		diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.				
		How do we know about earth & its neighbors?	Summarize/Main Idea & key details	chapter headings, information text, supporting details, check for understanding, conclude	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q2 W8	Chapter Book	Standards: 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).				
				Chapter Book (Teacher Choice)		
		Short Cycle Assessment				
Q2 W9	Jolly Postman	Standards: 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges				

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		of the paper. 3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. 3.W.6.2b Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives. Using quotation marks to mark direct speech. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). 3.W.6.2c Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.				
			Jolly Postman Week			
Q3 W1	U3W 4	Standards: 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not</i> = <i>won't</i>) and possessives (e.g., <i>children's, Dennis's</i>). 3.W.6.1B Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.				
		What ideas can we get from nature?	Summarize/Main Idea & key	Supporting details, subject, conclude, check for	Comprehension & Vocabulary	Basal Reader Leveled Reader

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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			details	understanding, root word	Assessment	Your turn Practice Book
Q3 W2	U3W 5	Standards: 3.RL.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.3- Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. 3.RL.3.2- Distinguish personal point of view from that of the narrator or those of the characters. 3.RF.5- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RV.1- Build and use accurately conversational, general academic, and content-specific words and phrases. 3.RV.2.1-Apply context clues (e.g., <i>word, phrase, and sentence clues</i>) and text features (e.g., <i>maps, illustrations, charts</i>) to determine the meanings of unknown words. 3.RV.2.4- Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5- Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. 3.RN.1- Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. 3.RN.2.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.3.1- Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>). 3.RN.3.2- Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or). 3.SL.4.1 Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.				
		How is each event in history unique?	Summarize/Sequence	Chronological order, conclude, information text, root word	Comprehension & Vocabulary	Basal Reader Leveled Reader

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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					Assessment	Your turn Practice Book
Short cycle assessment						
Q3 W3	U3W 6	Standards: All previous standards				
			Review previous skills	All vocabulary words this units	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q3 W4	U4W 1	Standards: 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters. 3.RL.4.1 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). 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
		What choices are good for us?	Point of View/Ask & Answer Questions	Check for understanding, conclude, genre, inferences, point of view, root Word	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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Q3 W5	U4W 2	Standards: 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters. 3.RL.4.1 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). 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). 3.W.6.2b Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives. Using quotation marks to mark direct speech. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion. 3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. 3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges				
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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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		of the paper.				
		How can you use what you know to help others?	Point of View/Ask & Answer Questions	Check for understanding, root words	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q3 W6	U4W 3	Standards: 3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural). 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.4.1 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). 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.3 Distinguish one's own perspective from that of the author of the text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases. 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.				
		How do animals adapt to challenges in their habitat?	Reread/Compare & Contrast	Context clues, narrator, root word, conclude, point of view, supporting details	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book

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Short cycle assessment						
Q3 W7	U4W 4	Standards: 3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural). 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or). 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.				
		How are people able to fly?	Reread/Cause & Effect	Context clues, index, information text, multi-meaning words, root word, story elements	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q3 W8		Standards: 3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.				

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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		3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section. 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.									
							ISTEP Week- Chapter Book, Fairy Tales, Fables				
Q3 W9		Standards: 3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details. 3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section.									

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		3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.				
				IREAD Week- Chapter Book, Fairy Tales, Fables		
Short cycle assessment						
Q4 W1	U4W 5	Standards: 3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. 3.RF.4.3 Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural). 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral				

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		language, including figurative language (e.g., similes). 3.RV.3.3 Recognize the meanings of idioms in context. 3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.				
		How can others inspire us?	Narrative & Free Verse/Theme	Stanza, subject, inferences, check for understanding, genre, interrogative, root word	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q4 W2	U5W 5	Standards: 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's) 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases. 3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). 3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.				

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		3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.				
		What are different kinds of energy?	Ask and Answer/Cause and Effect		Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q4 W3	U6W 1	Standards: 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's) 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.				
		How do you decide	Make,	Revise, stanza, paragraph, index,	Comprehension & Vocabulary	Basal Reader Leveled Reader

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		what's important?	Confirm, & Revise Predictions/Theme	multi-meaning words, genre	Assessment	Your turn Practice Book
Q4 W4		Standards: 3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details. 3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section. 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.				
				ISTEP Review - Chapter Book, Fairy Tales, Fables		

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Q4 W5		Standards: 3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details. 3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section. 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.									
							ISTEP Week- Chapter Book				
Q4 W6	U6W 2	Standards: 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.4.6 Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's) 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.									

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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		3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. 3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RL.4.1 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). 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RV.3.3 Recognize the meanings of idioms in context. 3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.				
		How can weather affect us?	Make, Confirm, & Revise Predictions/Theme	Revise, multi-meaning words, genre, context clues, check for understanding	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book I
Short cycle assessment						
Q4 W7	U6W 3	Standards: 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural). 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.				

Greensburg Elementary School Curriculum Map
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(3rd Grade)

Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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		3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. 3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.				
		Why is having goals important?	Reread/Problem and Solution	Generalization, check for understanding, information text, biography, chronological order	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q4 W8	U6W 4	Standards: 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural). 3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. 3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. 3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. 3.SL.2.2 Explore ideas under discussion by drawing on readings and other information. 3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.				

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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		3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. 3.SL.2.5 Explain personal ideas and understanding in reference to the discussion. 3.W.2.1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.				
		How can learning about animals help you respect them?	Reread/Compare and Contrast	check for understanding, information text, genre, root word, chronological order	Comprehension & Vocabulary Assessment	Basal Reader Leveled Reader Your turn Practice Book
Q4 W9		3.SL.4.2 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details. 3.W.3.1 Write persuasive compositions in a variety of forms that – State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section. 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). 3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.				

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Week	Unit	Essential Questions	Skills	Academic Vocabulary	Assessments	Resources
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			Chapter Book			
		Short Cycle Assessment				