# THIRD GRADE CURRICULUM MAP

**FIRST NINE WEEKS**

**LANGUAGE ARTS**

**2008-2009**

| **3RD - 1ST 9 WKS - LA 08-09**  **GPS & ELEMENTS** | **ESSENTIAL QUESTIONS & KEY QUESTIONS** | **VOCABULARY** | **STRATEGY/ACTIVITY** | **ASSESSMENT** | **RESOURCES** |
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| ELA3R1 – The student demonstrates the ability to read orally with speed, accuracy, and expression. (Fluency) The student:  a. Applies letter-sound knowledge to decode unknown words quickly and accurately.  b. Reads familiar text with expression.  c. Reads grade-level text at a target rate of 60 words per minute.  d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts. | **ELA3R1 (Fluency)**  a. How do I use letter-sound patterns to help me pronounce new words?  b. How can I read with more expression?  c. Why should I reread text?  d. Why do I need to self-correct when I am reading? | **ELA3R1(Fluency)**  **DECODING**  **ACCURACY**  **EXPRESSION**  **FLUENCY**  **REREAD**  **TEXT**  **SELF-CORRECT** | **ELA3R1 (Fluency)**  a. Making Words  b. Teacher Modeling  Repeated Readings  c. Repeated Readings  Independent Reading/  Paired Reading/Choral  Reading  d. Model Strategy  Repeated Readings  Learn Reading Strategies | **ELA3R1 (Fluency)**  a. Teacher Observations,  Burke County Patterns Assessment  b. Teacher Observations, Individual Conferences specifically noting expression.  c. Teacher Observations, Individual Conferences During SSR  d. Independent Reading Conferences | **ELA3R1 (Fluency)**  a. Month by Month Phonics, Making Words and Making Big Words  b. Self-Selected Books, Teacher Selected Passages  c. Reading Strategies, Resources (McKenna) CTW  p. 49  d. Reading Strategies Posters (RSR) |
| **ELA3R2 – (Vocabulary) The student acquires and uses grade-level words to communicate effectively. The student:**  a. Reads literary and informational texts and incorporates new words into oral and written language.  b. Uses grade-appropriate words with multiple meanings.  f. Determines the meaning of unknown words on the basis of context. | **ELA3R2 – (Vocabulary)**  a. How can using new words help me to improve my speaking and writing?  Why does expanding my vocabulary enhance my reading competency?  b. How can I determine which word meaning is appropriate?  f. How do context clues help in understanding multiple meaning words? | **ELA3R2 – (Vocabulary)**  **ENHANCE**  **COMPETENCY**  **APPROPRIATE**  **CONTEXT CLUES**  **MULTIPLE MEANINGS** | **ELA3R2 – (Vocabulary)**  a. Word Wall  List-Group-Label (sort)  Graphic organizer  b. Think Aloud  Word Wall and Making Words Activities  f. Cross-Checking | **ELA3R2 – (Vocabulary)**  a. Teacher Observation  Vocabulary book to show their understanding of selected vocabulary words.  b. Individual Conferences, CRCT Sample Questions  Selected response vocabulary with 80% accuracy.  f. CRCT Sample Questions | **ELA3R2 – (Vocabulary)**  a. Reading Strategies Resources (McKenna) p. 34  Dr. McKenna’s Book  p. 68.  b. Reading Strategies Resources (McKenna) p. 127.  f. CTW p. 138, 141-146 |
| **ELA3R3 – (Comprehension) The student uses a variety of strategies to gain meaning from grade-level text. The student:**  a. Reads a variety of texts for information and pleasure.  b. Makes predictions from text content.  k. Self-monitors comprehension to clarify meaning.  m. Recalls explicit facts and infers implicit facts.  o. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.  p. Recognizes author's purpose. | ELA3R3 – (Comprehension)  a. Why should I read different kinds of materials?  How can reading help us to explore and understand our world?  b. How do good readers make logical predictions while they read?  k. What strategies do good readers use to help them remember and understand what they read?  What does it mean to be a critical reader?  How can we tell when we are becoming independent and critical readers?  m. How do good readers recognize explicit facts?  How do good readers recognize implicit facts?  o. What tools help us locate information?  p. How do good readers decide why a passage was written?  How can we tell when we are becoming independent and critical readers? | ELA3R3 – (Comprehension)  **VARIETY**  **MATERIALS**  **COMPREHEND**  **LOGICAL**  **PREDICTIONS**  **STRATEGIES**  **COMPREHEND**  **EXPLICIT**  **IMPLICIT**  **TITLES**  **TABLE OF CONTENTS**  **CHAPTER HEADINGS** | **ELA3R3 – (Comprehension)**  a. SSR  b. Predictions  Reciprocal Teaching  (RSR, pp. 155-159)  Anticipation Guide  k. Think Alouds  Model Rereading  m. Graphic Organizers to Chart Information  o. Directed Reading Activity  (RSR, p. 84)  Reciprocal Teaching  (RSR, pp. 155-159)  p. Teacher Modeling/  Demonstration  During Prereading Segment  of Guided Reading | **ELA3R3 – (Comprehension)**  a. Teacher Observation Individual Conferences  b. Teacher Observation Individual Conferences  k. Individual Self-Selected  Conferences  m. Complete a Blank  Organizer  o. Teacher Observation With  Checklist  Create a Class Book About  Government – relate to SS –  Objectives 1,5,&7 –include  Title, table of contents,  Glossary, & appendix.  p. Individual Conferences  During Self-Selected  Reading | **ELA3R3 – (Comprehension)**  a. Reading Strategies  Resources (McKenna)  b. Reading Strategies  Resources (McKenna)  p. 146  k. Reading Strategies  Resources p. 127  Reading Strategy Posters  m. Basal Reader  o. Media Specialist  Harcourt Language Book  p. Basal Reader |
| ELA3W1 – (Writing) The student demonstrates competency in the writing process. The student:  b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.  k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.  m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct. | ELA3W1 – (Writing)  b. How does good organizational structure improve my writing?  How should purpose affect writing?  Why do we write on a variety of purposes?  How can we be sure our audience understands what we write?  k. How do good writers respond to literature? How do I express an opinion?  How do I express a judgment to readers?  What are the connections between reading and writing?  m. How do good writers use a process to complete a piece of writing?  Why do we need to use the steps in the writing process?  How can we use the writing process to communicate?  Why does our writing need to be clearly organized, focused, and well prepared?  How can we publish our writing?  Why is publication a significant part of the writing process? | ELA3W1 – (Writing)  ORGANIZATIONAL STRUCTURE  GENRE  AUDIENCE  OPINION  JUDGEMENT  LITERATURE  WRITING PROCESS  PREWRITE  EDIT  REVISE  ROUGH DRAFT  PUBLISH  COMMUNICATE | ELA3W1 – (Writing)  b. Teacher Modeling  Power Writing  Focused Writing Personal Narrative **Think Aloud**  k. Revisit the Five Step Writing  Process  Teacher Modeling  Shared Writing  m. Brainstorming, Jot listing,  Graphic Organizers, Drawing,  Talking to a Partner,  CL, pp. 57-58  Power Writing, Paragraph  Frames – CTW, pp. 105-109,  CL pp.56-60; CL, pp. 66-67. | ELA3W1 – (Writing)  b. Writing Samples Personal Narrative **Begin mock writing in Personal Narrative**  k. Writing Samples  **Begin Informational Writing week 6/7.**  m. Individual Conference  During Writing Block  Using a Checklist | ELA3W1 – (Writing)  b. CTW pp.99-109  k. CTW  6 + 1 Writing Traits  Harcourt Language  m. CTW (Guided Children’s  Writing/Thinking)  The Teacher’s Guide to the  Four Blocks  CL |
| **ELA3C1 – (Conventions) The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken forms. The student:**  c. Identifies and uses contractions correctly.  g. Distinguishes between complete and incomplete sentences.  l. Uses common rules of spelling and corrects words using dictionaries and other resources. | ELA3C1 – (Conventions)  c. How can I identify and use contractions properly?  How can understanding the rules of grammar and usage enhance our understanding of what others are communicating?  g. How can I write complete sentences? How can understanding the rules of grammar and usage enhance our understanding of what others are communicating?  Why does following the conventions of Standard English enhance out writing process?  l. How can I make sure that frequently used words are spelled correctly? | ELA3C1 – (Conv.)  **CONTRATION/S**  **GRAMMAR**  **CONVENTIONS**  **COMPLETE**  **INCOMPLETE**  **FREQUENTLY**  **RESOURCES** | **ELA3C1 – (Conventions)**    c. DOL  Mini-lessons During the  Writing Block  g. DOL  Mini-lessons During the  Writing Block  l. Word Wall Activities During  Working With Words | **ELA3C1 – (Conventions)**  c. Teacher Observation With  Checklist During  Conferences;  Writing Samples  g. Teacher Observation With  Checklist During  Conferences;  Writing Samples  l. Writing Samples | **ELA3C1 – (Conventions)**  c. Harcourt Language Book  g. Harcourt Language Book  l. CTW (Developing  Decoding and Spelling  Fluency);  High Frequency Wordlist  Making Words  Making Big Words |
| **ELA3LSV1 – (Listening/Speaking/Viewing)**  **The student uses oral and visual strategies to communicate. The student:**  a. Adapts oral language to fit the situation by following the rules of conversation with peer and adults.  b. Recalls, interprets, and summarizes information presented orally.  c. Uses oral language for different purposes: to inform, persuade, or entertain.  d. Listen to and views a variety of media to acquire information. | **ELA3LSV1 – (Listening/Speaking/Viewing)**  a. How do I determine when to use formal and informal language? How should I change the way that I speak based upon the person with whom I am speaking?  How can we help our listeners understand what we are saying when we speak?  b. How can I be sure that I am listening carefully and accurately?  How can we be sure we are responding appropriately to what we see and hear?  c. How can you speak in order to accomplish different purposes?  d. What kinds of media should I use to acquire information?  How do the media affect our lives? Why should we care?  What is propaganda? How can we tell when we are being manipulated? | **ELA3LSV1 – (Listening/Speaking/Viewing)** FORMAL **INFORMAL**  **ORAL**  **INTERPRET**  **RECALLS**  **SUMMARIZES**  **INFORM**  **PERSUADE**  **ENTERTAIN**  **PROPAGANDA**  **MEDIA**  **MANIPULATED** | **ELA3LSV1 – (Listening/Speaking/Viewing)**  a. Teacher Modeling  Sharing during SSR and Writing Block; Use Paragraph Frames as Speech Frames  b. Teacher read alouds during Self-Selected Reading; guided notes used for oral presentations instead of students reading (McKenna, pp. 139-140.  c. Use Power Writing technique and/or adapt paragraph frames (CTW, pp. 105-109) to plan and deliver each type of speech. Teach one type at a time. Relate to reading selections or science or social studies.  d. Teacher read alouds during SSR followed by response journals (CTW, pp.). | **ELA3LSV1 – (Listening/Speaking/Viewing)**  a. Individual conferences/sharing times during Self-Selected and Writing  b. Post reading activities during Guided Reading, individual conferences during Guided Reading  c. Rubric  d. Teacher Observations and  Conferences | **ELA3LSV1 – (Listening/Speaking/Viewing)**  a. CTW (Paragraph frames and conducting sharing times)  b. RSR  c. 6 + 1 Traits of Writing  Harcourt Trophies  d. Teacher provides a variety of tapes/media for the students. |
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