THIRD GRADE CURRICULUM MAP

English Language Arts Whiteriver Unified School District

**WUSD’s Comprehensive Core Reading Program**

WUSD’s K-5 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence- based instructional strategies, experts in English Language Arts, experts in curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction**

**Accuracy and Fluency with the Big Ideas of Reading**

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

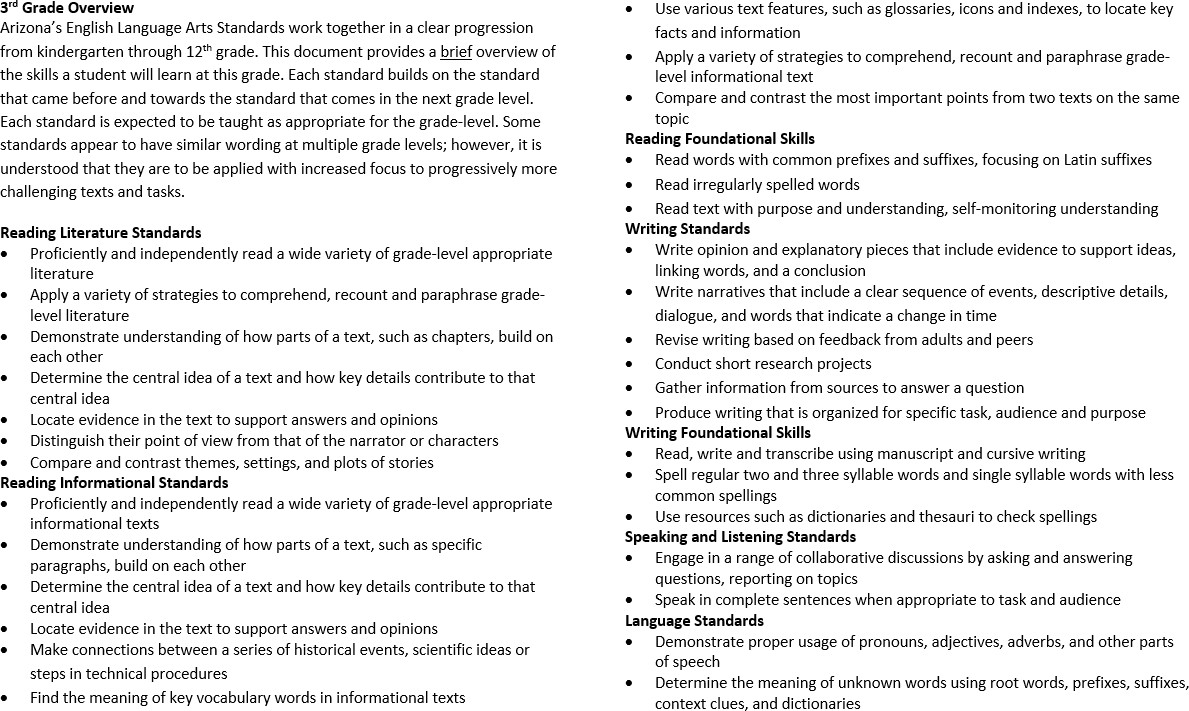
**Meeting the Needs of the Brain**

**Significant Grammar and Language Conventions**

**Substantive Academic Discussions**

**Writing**

**Meeting the Literacy Needs of All Learners**



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How is learning at school different than learning at home?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 1**  8/14-8/17 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *A Fine, Fine School* **Genre:** Humorous fiction  **Vocabulary Strategy** Context clues  **Target/ Academic Vocabulary** *principal, strolled, proud, worries, soared, announced, fine, certainly* | **Text**  *One-Room Schoolhouse* **Genre:** Informational text  **Domain/ Specific Vocabulary** *educator, administrator, classroom, schoolhouse, subject, curriculum*  **Apply Vocabulary Knowledge** Shades of meaning | **Decoding** Short Vowels *a, e, i, o, u* Words with *VCCV* pattern  **Syllable Type**  Closed syllable  **Fluency**  Accuracy | **Spelling Principle** Short vowels  **Spelling Words Basic:** *crop, plan,*  *thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing*  **Review:** *next, hug*  **Challenge**: *hospital, fantastic* | **Target Skill**  Story structure  **Target Strategy**  Summarize  **Second Read Skill**  Analyze illustrations  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self-monitoring understanding | **Read Aloud**  *Such a Deal*  **Speaking and Listening** Retell the story  **Speaking and Listening Skill** Hold a discussion or conversations | **Grammar Skill**  Simple sentences  **Writing Mode**  Narrative writing  **Writing Form** Descriptive paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive  Closed syllables  **Research** Power of Government: Unit 1, xxiv | ** Advanced Readers**  *Ms. F. Goes Back to School*  ** On Level Readers**  *Ms. Pinkerville, You’re Our Star!*   * **English Language Learners**   *We Love You Ms. Pinkerville!*   * **Below Level Readers**   *My Teacher, My Dad*  **Vocabulary Readers (for all students)**  *Schools Then and Now* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: Why are courts an important part of our Government?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 2**  8/21-8/24 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *The Trial of Cardigan Jones* **Genre:** Fantasy  **Vocabulary Strategy** Dictionary & glossary skills  **Target/ Academic Vocabulary** *convinced, trial, jury, guilty, painted honest, murmur, stand* | **Text**  *You Be the Jury* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *prosecution, verdict, judge, courtroom, lawyer*  **Apply Vocabulary Knowledge** Use a dictionary | **Decoding** Long vowels: *a e i o u*  Words with *VCe*  **Syllable Type** Vowel consonant e *(VCe)*  **Fluency**  Phrasing | **Spelling Principle** *(VCe)* words  **Spelling Words Basic:** *spoke, mile,*  *save, excuse, cone, invite, cube, price, erase, ripe, brake, flame, life, rule*  **Review:**  *these, those*  **Challenge**: *surprise, decide* | **Target Skill** Drawing conclusions  **Target Strategy**  Infer/Predict  **Second Read Skill**  Author's word choice  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self-monitoring understanding | **Read Aloud**  *Sequoyah*  **Speaking and Listening** Determine the main ideas and supporting details  **Speaking and Listening Skill** Ask and answer questions | **Grammar Skill**  Kinds of sentences  **Writing Mode**  Narrative writing  **Writing Form**  Dialogue  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive  Long vowels  **Research**  Power of Government: Unit 1, xxiv | **Advanced Readers** *The Case of the Missing Grass*  ** On Level Readers**  *Lauren Otter*   * **English Language Learners**   *Lauren Helps Sammy*   * **Below Level Readers** *Catnappers*   **Vocabulary Readers**  **(for all students)**  *The Supreme Court* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: Why is volunteering good for a community and its people?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 3**  8/28-8/30 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Destiny’s Gift*  **Genre:** Realistic fiction  **Vocabulary Strategy** Antonyms  **Target/ Academic Vocabulary** *raise, spreading, earn, figure, contacted, black, afford, customers* | **Text**  *Kids Make a Difference* **Genre:** Informational text  **Domain/ Specific Vocabulary** *volunteer, business, charity, community service*  **Apply Vocabulary Knowledge** Use a glossary | **Decoding** Common Vowel Pairs: *ai, ay, ee, ea*  **Syllable Type**  Vowel team  **Fluency**  Reading rate | **Spelling Principle**  Long *o* and long *e*  **Spelling Words Basic:**  *lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed*  **Review:**  *paint, please*  **Challenge***: yesterday, explain* | **Target Skill** Understanding characters  **Target Strategy**  Analyze/evaluate  **Second Read Skill**  Story message  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self-  monitoring understanding | **Read Aloud** *Open Your Eyes!*  **Speaking and Listening**  Ask and answer questions  **Speaking and Listening Skill** Ask and answer questions | **Grammar Skill**  Compound sentences  **Writing Mode**  Narrative writing  **Writing Form**  Personal narrative  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive,  vowel teams  **Research**  Interpret information presented visually, Power of Government: Unit 1, xxiv | **Advanced Readers**  *Caroline’s Treats*  ** On Level Readers** *The Bears Ride in Style*   * **English Language Learners**   *A Surprise for the Bears*   * **Below Level Readers**   *Lana and Miguel’s Park*  **Vocabulary Readers (for all students)**  *Animals in Danger!* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: Why is everyone’s role in a project important?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 4**  9/4-9/7 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Pop's Bridges* **Genre:** Historical fiction  **Vocabulary Strategy** Word families  **Target/ Academic Vocabulary** *balancing, tide,*  *crew, disappears, foggy, stretch, excitement, cling* | **Text** *Bridges* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *foreman, construction, suspension, arches, harness*  **Apply Vocabulary Knowledge** Use guidewords | **Decoding** Long *o* spelled *oa, ow*  **Syllable Type**  Vowel team  **Fluency**  Expression | **Spelling Principle**  Long *o* spelling  **Spelling Words Basic:**  *load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat*  **Review:**  *cold, most*  **Challenge**: *tomorrow, sailboats* | **Target Skill** Compare and contrast  **Target Strategy**  Infer/Predict  **Second Read Skill**  Story structure  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self-monitoring  understanding | **Read Aloud** *The Bixby Bridges*  **Speaking and Listening** Answer questions with appropriate details | **Grammar Skill** Common and proper nouns  **Writing Mode**  Narrative writing  **Writing Form** Prewrite a personal narrative  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive, vowel teams  **Research**  Power of Government: Brainstorm topics  Unit 1, xxiv | ** Advanced Readers**  *Sky-High Dreams*  ** On Level Readers** *Champ of Hoover Dam*   * **English Language Learners**   *Champ*   * **Below Level Readers**   *The Tallest Tower*  **Vocabulary Readers (for all students)**  *Big Bridges* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: What are the traits of a hero?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 5**  9/11-9/14 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Roberto Clemente* **Genre:** Biography  **Vocabulary Strategy** Prefix *mis-*  **Target/ Academic Vocabulary** *stands, score, fans, league, slammed, pronounced style, polish* | **Text**  *Baseball Poems*  **Genre:**  Poetry  **Domain/ Specific Vocabulary** *amateur, professional, outfield, spectators, sportsmanship*  **Apply Vocabulary Knowledge** Use a digital dictionary | **Decoding** Long *i* spelled *i*, spelled *i, ie, igh*  **Syllable Type**  Vowel team  **Fluency**  Intonation | **Spelling Principle** Long *i* spellings  **Spelling Words Basic:** *slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight,*  *die, midnight* **Review:** *find, night* **Challenge**: *silent, frightening* | **Target Skill**  Cause and effect  **Target Strategy**  Visualize  **Second Read Skill** Literal and nonliteral meanings  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self-monitoring understanding | **Read Aloud** *The Tennessee Tornado*  **Speaking and Listening** Speak in complete sentences  **Speaking and Listening Skill** Hold | **Grammar Skill**  Plural nouns with *–s*  *-es*  **Writing Mode**  Narrative writing  **Writing Form**  Draft a personal narrative  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive Vowel teams  **Research**  Narrow a topic  Power of Government: Unit 1, xxiv | ** Advanced Readers** *Babe Ruth*  ** On Level Readers**  *The Home Run*   * **English Language Learners**   *Hank Aaron*   * **Below Level Readers**   *Willie Mays*  **Vocabulary Readers (for all students)**  *Mia and Nomar* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: What makes bats interesting and useful?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** CUSD Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 6**  9/18-9/21 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Bat Loves the Night*  **Genre:** Narrative nonfiction  **Vocabulary Strategy** Suffixes *-able*  *-ible*  **Target/ Academic Vocabulary** *twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles* | **Text**  *A Bat is Born* **Genre:** Poetry  **Domain/ Specific Vocabulary** *mammal, echolocation, watercolors, composition, publisher*  **Apply Vocabulary Knowledge** Use a digital glossary | **Decoding** Words with *VCV* pattern  **Syllable Types** Vowel teams, closed, and vowel consonant e  **Fluency**  Reading rate | **Spelling Principle** More short and long vowels  **Spelling Words Basic:** *math, toast, easy, socks,*  *Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky* **Review:** *each, both* **Challenge**:  *comb, holiday* | **Target Skill**  Sequence of events  **Target Strategy**  Question  **Second Read Skill** Domain-specific vocabulary  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes  Read irregularly spelled words  Read text with purpose and understanding, self- monitoring understanding | **Read Aloud** *Bats are the Best Beasts*  **Speaking and Listening**  Ask and answer questions  **Speaking and Listening Skill** Recount an experience | **Grammar Skill**  What is a verb  **Writing Mode**  Opinion writing  **Writing Form**  Response paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive, Vowel teams, closed, and vowel consonant e syllables  **Research**  We Care Collage: Unit 2, xxiv | ** Advanced Readers**  *Life in a Cave*  ** On Level Readers** *A Sound in the Ground*   * **English Language Learners**   *The Elephants*   * **Below Level Readers**   *Chased by a Bat!*  **Vocabulary Readers**  **(for all students)**  *Nighttime Animals* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How do pictures tell a story?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** CUSD Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 7**  9/25-9/28 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *What do Illustrators Do?* **Genre:** Informational text  **Vocabulary Strategy** Synonyms  **Target/ Academic Vocabulary** *tracing, imagine, illustrate, scribbles, sketches, research, textures,*  *Tools* | **Text**  *Jack Draws a Beanstalk* **Genre:** Traditional tale  **Domain/ Specific Vocabulary** *foreground, typeface, watercolors, composition*  *, publisher*  **Apply Vocabulary Knowledge** Context sentences | **Decoding** Three letter clusters (blends: *scr, spr, str, thr*)  **Syllable Types** Vowel team and closed  **Fluency**  Expression | **Spelling Principle** Three letter clusters  **Spelling Words Basic:**  *three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, three, strong, scratch* **Review:** *think, they* **Challenge***: straight, scramble* | **Target Skill**  Text and graphic features  **Target Strategy**  Analyze/evaluate  **Second Read Skill**  Sequence of events  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  read irregularly spelled words,  read text with purpose and understanding, self- monitoring understanding | **Read Aloud** *Louis Braille: Boy Inventor*  **Speaking and Listening** Determine the main idea and supporting ideas  **Speaking and Listening Skill** Create an audio recording | **Grammar Skill**  Verb tenses  **Writing Mode**  Opinion writing  **Writing Form**  Opinion piece  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Vowel team and closed syllables  **Research**  We Care Collage: Unit 2, xxiv | ** Advanced Readers**  *Art in Caves*  ** On Level Readers**  *Artists All Around You*   * **English Language Learners**   *Artists Are Everywhere*   * **Below Level Readers** *Making Murals*   **Vocabulary Readers (for all students)**  *Painting From Caves to Computers* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: What do traditional tales tell a reader?** | | | | | | |
| **\*Read Aloud Sometime in Quarter 1: Journeys Trade Book Lesson Plans\* Title:** Capoeira **Genre:** Informational Text  **\*\*Teach Sometime During Quarter 1:** CUSD Required Reading, Resources are located in Unit 4 TE-see Extended Reading Tab**\*\* Required Reading Text Title:** *Boy, Were We Wrong About Dinosaurs!* **Genre:** Informative Text | | | | | | | |
| **Lesson 8**  Skip Lesson 8 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Harvest Birds* **Genre:** Folktale  **Vocabulary Strategy** Context clues  **Target/ Academic Vocabulary** *harvest, separate, ashamed, borders, advice, borrow, patch, serious* | **Text**  *The Treasures* **Genre:** Folktale  **Domain/ Specific Vocabulary** *mammal, echolocation, watercolors, composition, publisher*  **Apply Vocabulary Knowledge** Parts of a dictionary entry | **Decoding** Silent letters: *kn, wr*  **Syllable Types** Closed, vowel team, and vowel consonant e  **Fluency**  Stress | **Spelling Principle** Unexpected consonant spellings  **Spelling Words Basic:**  *Itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong* **Review:** *know, catch* **Challenge***: wrinkle, knuckle* | **Target Skill**  Conclusions  **Target Strategy**  Infer/predict  **Second Read Skill** Literal and nonliteral meanings  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  read irregularly spelled words,  read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Sweet Berries*  **Speaking and Listening**  Speak in complete sentences when retelling steps  **Speaking and Listening Skill** Tell a Story | **Grammar Skill**  Using commas  **Writing Mode**  Opinion writing  **Writing Form** Response paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Closed and vowel team syllables  **Research**  We Care Collage: Unit 2, xxiv | ** Advanced Readers**  *The Night Bird*  ** On Level Readers**  *The Great Storyteller*   * **English Language Learners**   *The Storytellers*   * **Below Level Readers**   *Dear Diary*  **Vocabulary Readers (for all students)**  *All About Grass* |

|  |  |
| --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing October 2nd-October 5th** |
| **BAW or Journeys Writing Project for Quarter** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How is a live performance different from other kinds of entertainment?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Journeys Trade Book Lesson Plans\*\*  **Text Title:** *Amos and Boris!* **Genre:** Literature | | | | | | | |
| **Lesson 9**  10/16-10/19 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Kamishibai Man*  **Genre:** Realistic fiction  **Vocabulary Strategy** Dictionary/ glossary  **Target/ Academic Vocabulary** *familiar, jerky, vacant, rickety, blurry, rude, blasted, applause* | **Text**  *The True Story of Kamishbai Man*  **Genre:** Informational text  **Domain/ Specific Vocabulary** *mime, atmosphere, storyteller, improvisation*  **Apply Vocabulary Knowledge** Multiple meaning words | **Decoding** Vowel diphthongs *ow, ou*  **Syllable Type**  Vowel team  **Fluency**  Intonation | **Spelling Principle** Vowel sound in t*ow*n  **Spelling Words Basic:**  *clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound* **Review:** *house, found* **Challenge***: mountain, coward* | **Target Skill**  Cause and effect  **Target Strategy**  Monitor/clarify  **Second Read Skill** Analyze illustrations  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud** *The Magical Art of Mine*  **Speaking and Listening**  Ask and answer questions  **Speaking and Listening Skill** Tell a story | **Grammar Skill**  Abstract nouns  **Writing Mode**  Opinion writing  **Writing Form** Prewrite a response to literature  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive,  Vowel team syllable  **Research**  Unit 2: Extend the Topic-Research a Mammal TE62 | ** Advanced Readers**  *The Kabuki Kid*  ** On Level Readers**  *Tall Tale Tuesday*   * **English Language Learners**   *Manny’s Story*   * **Below Level Readers**   *Before the Talkies*  **Vocabulary Readers (for all students)**  *Puppets, Puppets, Puppets* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: What important traits must an inventor have?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Journeys Trade Book Lesson Plans\*\*  **Text Title:** *Amos and Boris!* **Genre:** Literature | | | | | | | |
| **Lesson 10**  10/23-10/26 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Young Thomas Edison* **Genre:** Biography  **Vocabulary Strategy** Shades of meaning  **Target/ Academic Vocabulary** *signal, genius, gadget, invention, laboratory, experiment, occasional,*  *Electric* | **Text** *Moving Pictures* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *patent, phonograph, sound waves, kinetoscope*  **Apply Vocabulary Knowledge** Use a dictionary | **Decoding** Words with *au, aw, al,* and *o*  **Syllable Types** Vowel team, closed, and open syllables  **Fluency**  Accuracy | **Spelling Principle** Vowel sound in t*ow*n  **Spelling Words Basic:** *talk, cross,*  *awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always*  **Review:**  *soft, small*  **Challenge***: often, strawberry* | **Target Skill**  Main ideas and details  **Target Strategy**  Summarize  **Second Read Skill**  Sequence of events  **Extended Reading**  *Amos and Boris*  **Target Strategies**  Visualize, monitor/clarify  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes, Read irregularly spelled words,  Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Ryan Hreljiac*  *\*Saving Lives at Six*  **Speaking and Listening** Determine the main ideas and supporting details  **Speaking and Listening Skill** Tell a story | **Grammar Skill** Pronouns and antecedents  **Writing Mode**  Opinion writing  **Writing Form** Draft a response to literature  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive, vowel team  **Research**  Unit 2: Extend the Topic-Research a Mammal TE62 | ** Advanced Readers**  *The TV Kid*  ** On Level Readers** *George Washington Carver*   * **English Language Learners**   *The Life of George Washington Carver*   * **Below Level Readers**   *The Wright Brothers*  **Vocabulary Readers (for all students)**  *Everyday Inventions* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How do inventions help athletes?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Journeys Trade Book Lesson Plans\*\* **Text Title:** *Amos and Boris!* **Genre:** Literature | | | | | | | |
| **Lesson 11**  10/30-11/2 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Technology Wins the Game* **Genre:** Informational Text  **Vocabulary Strategy** Suffixes *–less*  *–ful -ous*  **Target/ Academic Vocabulary** *contribute, athletes, improve, power, flexible, Process, compete, fraction* | **Text** *Science for Sports Fan* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *force, energy, sensor, sports engineer*  **Apply Vocabulary Knowledge** Use a digital dictionary | **Decoding** Vowel diphthongs  **Syllable Type**  Vowel team  **Fluency**  Phrasing | **Spelling Principle** Vowel sound in j*oy*  **Spelling Words Basic:**  *joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil*  **Review:**  *come, are*  **Challenge**: *poison, destroy* | **Target Skill**  Sequence of events  **Target Strategy**  Question  **Second Read Skill** Text and graphic features  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *J-Block*  **Speaking and Listening** Answer questions with appropriate elaboration and detail  **Speaking and Listening Skill** Tell a story | **Grammar Skill**  Plural nouns  **Writing Mode**  Informative writing  **Writing Form** Cause and effect paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive Vowel team syllable  **Research**  Interpret information presented quantitatively  Unit 3: Inventions that Help, xxiv | ** Advanced Readers**  *All About Sports*  ** On Level Readers**  *The Paralympic*   * **English Language Learners**   *The Special Games of the Paralympics*   * **Below Level Readers**   *The Olympics*  **Vocabulary Readers (for all students)**  *Sports Safety* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: Why is it important to grow food crops?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Journeys Trade Book Lesson Plans\*\* **Text Title:** *Amos and Boris!* **Genre:** Literature | | | | | | | |
| **Lesson 12-**  **Two Weeks**  11/6-11/16 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Tops and Bottoms* **Genre:** Trickster tale  **Vocabulary Strategy** Idioms  **Target/ Academic Vocabulary** *risky, grunted, crops, profit, scowled, plucked, tugged, hollered* | **Text** *Goodness Grows in Gardens* **Genre:** Informational text  **Domain/ Specific Vocabulary** *cultivate, depletion, rotation, sustainable*  **Apply Vocabulary Knowledge** Use a glossary | **Decoding** Homophones, Words ending in  *–er* and *–le*  **Syllable Type** Consonant le (*Cle* or *-le)*, vowel consonant e (*VCe)*, vowel team, and r- controlled  **Fluency**  Stress | **Spelling Principle** Homophones  **Spelling Words Basic:**  *hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir*  **Review:**  *road, rode*  **Challenge***: peace, piece* | **Target Skill**  Theme  **Target Strategy**  Visualize  **Second Read Skill**  Point of view  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Growing up*  **Speaking and Listening**  Speak in complete sentences when retelling story events  **Speaking and Listening Skill** Interpret information presented orally | **Grammar Skill**  Writing quotations  **Writing Mode**  Informative writing  **Writing Form** Compare and contrast  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Consonant le (*Cle or -le*) syllables  **Research**  Unit 3: Inventions that Help, xxiv | ** Advanced Readers**  *Coyote and the Crop****s***  ** On Level Readers** *Rabbit and the Talking Squash*   * **English Language Learners**   *Rabbit and the Squash*   * **Below Level Readers** *Monkey Fools Crocodile*   **Vocabulary Readers (for all students)**  *How Does Food Grow?* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: Why are stories from different cultures important?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Journeys Trade Book Lesson Plans\*\* **Text Title:** *Amos and Boris!* **Genre:** Literature | | | | | | | |
| **Lesson 13-**  **Two Weeks**  11/20-11/30 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Yonder Mountain: A Cherokee Legend* **Genre:** Legend  **Vocabulary Strategy** Homophones and homographs  **Target/ Academic Vocabulary** *peak, examined, fondly, steep, rugged, pausing, mist, pleaded* | **Text**  *The Trail of Tears* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *tribe, chief, treaty, territory, oral tradition*  **Apply Vocabulary Knowledge** Use homophones and homographs | **Decoding** Contraction s with *n't, 'd, 've*  **Syllable Type** Removing vowel from closed syllable to create contraction  **Fluency** Reading rate | **Spelling Principle** Contractions  **Spelling Words Basic:**  *I'd, he's, haven't, doesn't, let's, there's, wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're*  **Review:**  *can't, isn't*  **Challenge***: we're, weren't* | **Target Skill** Compare and contrast  **Target Strategy** Analyze/ evaluate  **Second Read Skill**  Story message  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring  understanding | **Read Aloud** *The Best Worst Day*  **Speaking and Listening**  Ask questions  **Speaking and Listening Skill** Interpret information presented orally | **Grammar Skill** Subject verb agreement  **Writing Mode**  Information writing  **Writing Form**  Information paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive, Singular and plural possessives  **Research**  Gather information Unit 3: Inventions that Help, xxiv | ** Advanced Readers**  *The Lonely Man*  ** On Level Readers** *Tuk Becomes a Hunter*   * **English Language Learners**   *Tuk the Hunter*   * **Below Level Readers**   *Timid Boy and Mama Bear*  **Vocabulary Readers (for all students)**  *The Daily Life of the Cherokee* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: What are some benefits dogs interacting with people?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Journeys Trade Book Lesson Plans\*\* **Text Title:** *Amos and Boris!* **Genre:** Literature | | | | | | | |
| **Lesson 14**  12/4-12/7 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Aero and Officer Mike* **Genre:** Informational text  **Vocabulary Strategy** Prefixes *in- im-*  **Target/ Academic Vocabulary** *lying, loyal, partners, shift, shift, quiver, patrol, ability, snap* | **Text** *Kid and Critters* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *guide dog, husbandry, colleague, companion, veterinarian*  **Apply Vocabulary Knowledge** Multiple meaning words | **Decoding** Words with *ar, or, ore*  **Syllable Type** r controlled, vowel consonant e (*VCe*)  **Fluency**  Accuracy | **Spelling Principle** *Vowel + /r/* sounds  **Spelling Words Basic:**  *horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore*  **Review:**  *dark, story*  **Challenge**:  *partner, fortune* | **Target Skill**  Author's purpose  **Target Strategy**  Summarize  **Second Read Skill**  Point of view  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *More than a Pet*  **Speaking and Listening** Determine the main idea and supporting ideas  **Speaking and Listening Skill** Interpret information presented orally | **Grammar Skill** Pronoun-verb agreement  **Writing Mode**  Informative writing  **Writing Form** Prewrite an explanatory essay  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive, prefixes  **Research**  Take notes  Unit 3: Inventions that Help, xxiv | ** Advanced Readers**  *Dogs to the Rescue*  ** On Level Readers** *Good Dogs, Guide Dogs*   * **English Language Learners**   *Dogs that Help People*   * **Below Level Readers**   *Helper Monkeys*  **Vocabulary Readers (for all students)**  *Dog Helpers* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: Why are safety rules important?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List  **Read Aloud Title:** *The Sign Painter* **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 15**  12/11-12/14 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Extra Good Sunday*  **Genre:** Humorous fiction  **Vocabulary Strategy** Using a thesaurus  **Target/ Academic Vocabulary** *anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross* | **Text** *Imagine a Recipe* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *recipe, chef, teaspoon, tablespoon, measurements*  **Apply Vocabulary Knowledge** Parts of dictionary entry | **Decoding** Words with: *er, ir, ur, or*  **Syllable Type**  R-controlled  **Fluency**  Expression | **Spelling Principle** *Vowel + /r/* sound in nurse  **Spelling Words Basic:**  *nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm*  **Review:**  *her, girl*  **Challenge**: *perfect, hamburger* | **Target Skill** Understanding characters  **Target Strategy** Infer/predict **Second Read Skill** Formal/Informal language  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self-  monitoring understanding | **Read Aloud** *Give Yourself a Gift*  **Speaking and Listening** Retell the main plot events  **Speaking and Listening Skill** Hold a group discussion | **Grammar Skill**  Verb tenses  **Writing Mode**  Informative writing  **Writing Form** Draft an explanatory essay  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  R-controlled syllable  **Research**  Unit 3: Inventions that Help, xxiv | ** Advanced Readers**  *Waiting for Aunt Ro*  ** On Level Readers**  *Trouble with Triplets*   * **English Language Learners**   *Carlo Watches the Boys*   * **Below Level Readers**   *Fifi's Bath*  **Vocabulary Readers (for all students)**  *Kitchen Science* |

|  |  |
| --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing December 18-2`** |
| **BAW or Journeys Writing Project for Quarter** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: Why is it important to take care of our environment?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List  **Read Aloud Title:** *The Sign Painter* **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 16**  1/8-1/11 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Judy Moody Saves the Day* **Genre:** Humorous fiction  **Vocabulary Strategy** Context clues  **Target/ Academic Vocabulary** *recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution* | **Text**  *My Smelly Pet* **Genre:** Humorous fiction  **Domain/ Specific Vocabulary** *compost, landfill, conserve*  **Apply Vocabulary Knowledge** Use a dictionary | **Decoding** Words with *air ear are*  **Syllable Type**  R-controlled  **Fluency**  Intonation | **Spelling Principle** *Vowel + /r/* sounds in air and fear  **Spelling Words Basic:**  *air, wear, chair, stairs, bear, bare hair, care, pear, pair, share, near, ear, beard*  **Review:**  *buy, year*  **Challenge***: earring, compare* | **Target Skill**  Story structure  **Target Strategy**  Monitor/clarify  **Second Read Skill**  Theme  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Counting Cans*  **Speaking and Listening**  Ask and answer questions  **Speaking and Listening Skill** Report on a text | **Grammar Skill**  What are adjectives and adverbs?  **Writing Mode**  Opinion writing  **Writing Form**  Persuasive letter  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive, R-controlled syllables  **Research**  Unit 4: Report on a Text | ** Advanced Readers**  *Cezar's Pollution Solution*  ** On Level Readers** *Joy's Planet Patrol Plan*   * **English Language Learners**   *The Green Team*   * **Below Level Readers**   *The Recycling Contest*  **Vocabulary Readers (for all students)**  *Recycle, Reuse, and Reduce* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What can fossils tell us about the past?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List  **Read Aloud Title:** *The Sign Painter* **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 17-**  **Two Weeks**  1/15-1/18 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text**  *The Albertosaurus Mystery: Phillip Curie’s Hunt in the Badlands* **Genre:** Informational text  **Vocabulary Strategy** Suffix *–ly*  **Target/ Academic Vocabulary** *clues, remains, evidence, prove, fossils, skeletons, uncovering, buried,*  *fierce, location* | **Text** *Finding Fossils for Fun* **Genre:**  Informational  text  **Domain/ Specific Vocabulary** *paleontology, badlands, field notes, sediment*  **Apply Vocabulary Knowledge** Use a digital dictionary | **Decoding** Words with */j/* and */s/*  VCCCV pattern  **Syllable Type** Open, closed, and vowel consonant e (*VCe*)  **Fluency**  Stress | **Spelling Principle**  */j/* and */s/*  **Spelling Words Basic:**  *age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge*  **Review:**  *nice, place*  **Challenge***: excited, gigantic* | **Target Skill**  Conclusions  **Target Strategy**  Visualize  **Second Read Skill**  Point of view  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Otzi's Story*  **Speaking and Listening**  Answer questions in complete sentences  **Speaking and Listening Skill** Ask and answer questions | **Grammar Skill** Adjectives that compare  **Writing Mode**  Opinion writing  **Writing Form**  Opinion paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  suffixes  **Research**  Unit 4: Our Great State Map, xxiv | ** Advanced Readers**  *The Man Who Digs Dinosaurs*  ** On Level Readers** *Mysteries from Long Ago*   * **English Language Learners**   *Learning from Fossils*   * **Below Level Readers** *Uncovering the Past*   **Vocabulary Readers (for all students)**  *Meet Dino Sue!* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What are some differences among types of trees?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List  **Read Aloud Title:** *The Sign Painter* **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 18**  1/22-1/25 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *A Tree is Growing* **Genre:** Informational text  **Vocabulary Strategy** Word roots  **Target/ Academic Vocabulary** *pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve* | **Text** *Stopping by Woods on a*  *Snowy Evening*  **Genre:**  Poetry  **Domain/ Specific Vocabulary** *roots, growth rings, leaves, precipitation, decay*  **Apply Vocabulary Knowledge** Use a glossary | **Decoding**  Words with  */k/* and */kw/*  **Syllable Type** R-controlled, vowel teams, closed, open  **Fluency**  Expression | **Spelling Principle** Spelling the */k/* and */kw/*  **Spelling Words Basic:**  *shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico*  **Review:**  *black, thank*  **Challenge***: correct, question* | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skill** Domain-specific features  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *The Word Tree*  **Speaking and Listening**  Ask and answer questions in complete sentences  **Speaking and Listening Skill** Create an audio recording | **Grammar Skill** Using the verb *be* and helping verbs  **Writing Mode**  Opinion writing  **Writing Form** Problem and solution paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Origins of words  **Research**  Unit 4: Our Great State Map, xxiv | ** Advanced Readers**  *The Power of Corn*  ** On Level Readers**  *Wind in the Pines*   * **English Language Learners**   *All About Pines*   * **Below Level Readers** *Daffodil Spring*   **Vocabulary Readers (for all students)**  *City Parks* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: How do members of a community help each other?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List **Read Aloud Title:** *The Sign Painter* **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 19**  1/29-2/1 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Two Bear Cubs*  **Genre:**  Myth/play  **Vocabulary Strategy** Prefixes: *pre, re-, bi-*  **Target/ Academic Vocabulary** *scolding, greedily, hesitation, ignore, burden, glancing, console, base, drowsy, heroic* | **Text**  *Whose Land Is It?*  **Genre:** Informational text  **Domain/ Specific Vocabulary** *dilemma, embraced, hinder, commended*  **Apply Vocabulary Knowledge** Use a digital glossary | **Decoding**  Vowel sounds in sp*oo*n and w*oo*d  **Syllable Type**  Vowel teams  **Fluency**  Reading rate | **Spelling Principle** Vowel sounds in sp*oo*n and w*oo*d  **Spelling Words Basic:**  *mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch*  **Review:**  *blew, foot*  **Challenge***: loose, jewel* | **Target Skill**  Story structure  **Target Strategy**  Summarize  **Second Read Skill**  Story message  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Bear Scare*  **Speaking and Listening** Retell the story  **Speaking and Listening Skill** Create an audio recording | **Grammar Skill**  More irregular verbs  **Writing Mode**  Opinion writing  **Writing Form** Prewrite a persuasive essay  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive, prefixes  **Research**  Unit 4: Paraphrasing vs plagiarism | ** Advanced Readers**  *Crow Brings the Daylight*  ** On Level Readers** *The Tale of the Ungrateful Tiger*   * **English Language Learners**   *The Ungrateful Tiger*   * **Below Level Readers**   *How Chipmunk Got Her Stripes*  **Vocabulary Readers (for all students)**  *Yosemite National Park* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What are the coldest places on Earth like?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List **Read Aloud Title:** *The Sign Painter*  **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 20**  2/5-2/8 | **Paired Selections** | **Decoding and**  **Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Life on the Ice* **Genre:** Informational text  **Vocabulary Strategy** Dictionary/ glossary  **Target/ Academic Vocabulary** *shelter, layer, constant, climate, wilderness, region, unexpected, gliding,*  *overheated, colony* | **Text**  *The Raven: An Inuit Myth* **Genre:**  Myth  **Domain/ Specific Vocabulary** *equator, Fahrenheit, Celsius, precipitation*  **Apply Vocabulary Knowledge** Context sentences | **Decoding** Compound eords  **Syllable Type** Closed, r-  controlled, vowel consonant e (*VCe*)  **Fluency**  Accuracy | **Spelling Principle**  Compounds words  **Spelling Words Basic:**  *birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight*  **Review:** *someone, cannot* **Challenge**: *scorekeeper, everybody* | **Target Skill**  Main ideas and details  **Target Strategy**  Infer/predict  **Second Read Skill** Literal and nonliteral details  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self- monitoring understanding | **Read Aloud** *Clever Colonies*  **Speaking and Listening**  Ask and answer questions  **Speaking and Listening Skill** Create an audio recording | **Grammar Skill**  What is an adverb  **Writing Mode**  Opinion writing  **Writing Form** Draft a persuasive essay  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive  **Research** Unit 4: Citing sources | ** Advanced Readers** *Living in Trees*  ** On Level Readers**  *Beating the Heat*   * **English Language Learners**   *Staying Cool in the Heat*   * **Below Level Readers**   *Watch Out! Polar Bears!*  **Vocabulary Readers (for all students)**  *Emperor Penguins* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: What was life on the prairie like for the pioneers?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List **Read Aloud Title:** *The Sign Painter* **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 21-**  **Two Weeks**  2/12-2/22 | **Paired Selections** | **Decoding**  **and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Sarah, Plain and Tall* **Genre:** Historical fiction  **Vocabulary Strategy** Prefix *non-*  **Target/ Academic Vocabulary** *prairie, slick, fetch, clattered, sniff, rough, battered, thumped, buzzing, rustle* | **Text** *Wagons of the Old West* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *pioneer, expansion, prairie, bonnet*  **Apply Vocabulary Knowledge** Parts of a dictionary entry | **Decoding** Base words and *–ed - ing*  **Syllable Type** Closed  **Fluency**  Intonation | **Spelling Principle** Words with *–ed - ing*  **Spelling Words Basic:**  *coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted*  **Review:**  *making, stopped*  **Challenge**:  *freezing, scored* | **Target Skill**  Story structure  **Target Strategy**  Monitor Clarify  **Second Read Skill**  Point of view  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Seal's Story*  **Speaking and Listening** Retell the story  **Speaking and Listening Skill** Hold a group discussion | **Grammar Skill**  Adverbs the compare  **Writing Mode**  Narrative writing  **Writing Form** Fictional narrative paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive, prefixes  **Research Research** Unit 4: Citing sources | ** Advanced Readers**  *An Unwelcomed Visitor*  ** On Level Readers**  *Race Against Time*   * **English Language Learners**   *Asleep in the Grass*   * **Below Level Readers**   *Lost!*  **Vocabulary Readers (for all students)**  *Life on the Prairie* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: Why do animals migrate to other places?** | | | | | | |
| **\*Teach Sometime During Quarter 3:** AZ Standards Reading List **Read Aloud Title:** *The Sign Painter*  **Genre:** Literature **/ Required Reading Text Title:** *Lighthouse Family: The Storm* **Genre:** Literature | | | | | | | |
| **Lesson 22**  2/26-2/29 | **Paired Selections** | **Decoding**  **and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Journey Stories of Migration* **Genre:**  Informational text  **Vocabulary Strategy** Wood roots  **Target/ Academic Vocabulary** *migrate, survival, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic* | **Text**  *The Grasshopper and the Ant* **Genre:** Fable  **Domain/ Specific Vocabulary** *adaptation, basic needs, insect, migration*  **Apply Vocabulary Knowledge** Shades of meaning | **Decoding** Spelling changes *–s*  *–es –ed – ing*  Less common plurals  **Syllable Type** Vowel consonant e (VCe) and closed  **Fluency**  Phrasing | **Spelling Principle** Changing final *y* to *i*  **Spelling Words Basic:**  *cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies*  **Review:**  *pretty, very*  **Challenge**: *countries, libraries* | **Target Skill** Compare and contrast  **Target Strategy**  Visualize  **Second Read Skill** Author's word choice  **Reading Foundational Skills** Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *The Taste of Hope*  **Speaking and Listening** Determine the main idea and supporting details  **Speaking and Listening Skill** Create an audio recording | **Grammar Skill**  Making comparisons  **Writing Mode**  Narrative writing  **Writing Form**  Descriptive writing  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Origins of words | ** Advanced Readers** *Rescuing the Whooping Crane*  ** On Level Readers**  *Fish on the Move*   * **English Language Learners**   *Fish That Migrate*   * **Below Level Readers** *Monarchs on the Move*   **Vocabulary Readers (for all students)**  *Flight of the Swallows* |

|  |  |
| --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 3, Lessons 16-22**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing March 4-7** |
| **BAW or Journeys Writing Project for Quarter** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How can people communicate over long distance?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 23**  3/18-3/21 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *The Journey of Oliver K Woodman* **Genre:** Fantasy  **Vocabulary Strategy** Suffixes *-er, -est*  **Target/ Academic Vocabulary** *sincere, managed, loaded, loveliest, conversations, inspired, reunion, currently, pleasure, terror* | **Text**  *Moving the US Mail*  **Genre:** Informational text  **Domain/ Specific Vocabulary** *postage stamp, correspondent, email, return address*  **Apply Vocabulary Knowledge** Use a glossary | **Decoding**  Suffixes *–ful*  *-y -ous –ly - er*  **Syllable Type**  r- controlled, closed and open  **Fluency** Reading rate | **Spelling Principle** Suffixes *–ful -ly*  *-er*  **Spelling Words Basic:**  *singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly*  **Review:**  *hopeful, safely*  **Challenge**:  *listener, calmly* | **Target Skill**  Sequence of events  **Target Strategy** Analyze/ evaluate  **Second Read Skill** Formal/informal language  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self-monitoring understanding | **Read Aloud** *Piggy Goes to Town*  **Speaking and Listening** Speak in complete  sentences when answering questions  **Speaking and Listening Skill** Recount an experience | **Grammar Skill** Possessive nouns and pronouns  **Writing Mode**  Narrative writing  **Writing Form**  Dialogue  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Suffixes | ** Advanced Readers** *Hopping Henry*  ** On Level Readers** *Ursus, The Traveling Bear*   * **English Language Learners**   *Ursus Travels*   * **Below Level Readers**   *Binxie Gets Lost*  **Vocabulary Readers (for all students)**  *Route 66* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: What changes do volcanoes cause?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 24**  3/25-3/28 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Dog of the Sea Waves*  **Genre:** Realistic Fiction  **Vocabulary Strategy** Shades of meaning  **Target/ Academic Vocabulary** *voyage, lava, rippled, arrival, guided, twisted, aboard, anchor, spotted, bay* | **Text**  *The Land Volcanoes Built* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *eruption, magma, mountain, island*  **Apply Vocabulary Knowledge** Use guidewords | **Decoding** Prefixes *un- pre- re- bi-*  **Syllable Type** Closed, open, and vowel teams  **Fluency**  Accuracy | **Spelling Principle** Prefixes *re- and un-*  **Spelling Words Basic:**  *unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure*  **Review:**  *reread, unsafe*  **Challenge***: unbuckle, unknown* | **Target Skill**  Author's purpose  **Target Strategy**  Question  **Second Read Skill**  Analyze illustrations  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self- monitoring understanding | **Read Aloud** *Mapping the World*  **Speaking and Listening**  Ask and answer questions | **Grammar Skill**  Complex sentences  **Writing Mode**  Narrative writing  **Writing Form** Prewrite a fictional narrative  **Write About Reading**  Performance task  **Writing Foundational Skills** Read and write cursive,  Prefixes  **Research**  Conduct a research project | ** Advanced Readers**  *Friends with Wings*  ** On Level Readers**  *The Girl and the Wolf*   * **English Language Learners** *The Girl Who Helped the Wolf* * **Below Level Readers**   *The Great Bay*  **Vocabulary Readers**  **(for all students)**  *Sea Lions* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: Why do mountain climbers need to be well prepared?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 25**  4/1-4/4 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Mountains: Surviving Mt. Everest* **Genre:**  Informational text  **Vocabulary Strategy** Analogies  **Target/ Academic Vocabulary** *approached, section, avalanches, increases, equipment,*  *tanks, lopes, altitude, succeed, halt* | **Text** *The Big Cleanup* **Genre:**  Informational text  **Domain/ Specific Vocabulary** *peak, summit, range, ridge, landform*  **Apply Vocabulary Knowledge** Use a digital dictionary | **Decoding**  Suffixes  *–less -able*  **Syllable Type** Closed  **Fluency**  Expression | **Spelling Principle** Suffixes *– less -able*  **Spelling Words Basic:**  *painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, careless, goodness, spotless, softness*  **Review:**  *useful, weakly*  **Challenge***: breathless, eagerness* | **Target Skill**  Text and graphic features  **Target Strategy**  Infer/predict  **Second Read Skill**  Main ideas and details  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self- monitoring understanding | **Read Aloud** *Extreme Skiing, Extreme Danger*  **Speaking and Listening** Determine the main ideas and supporting details  **Speaking and Listening Skill** Present a report | **Grammar Skill** More, most, *-er- est*  **Writing Mode**  Narrative writing  **Writing Form** Draft a fictional narrative  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive, suffixes | ** Advanced Readers**  *Up, Up and Away!*  ** On Level Readers** *Journey of the Kon- Tiki*   * **English Language Learners**   *The Kon-Tiki*   * **Below Level Readers** *Rushing for Gold*   **Vocabulary Readers (for all students)**  *A Sherpa Guide* |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: How does having a goal help people succeed?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 26**  4/8-4/11 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** Long article: *The Footrace Across America*  **Genre:**  Narrative nonfiction  **Vocabulary Strategy**  Suffix *–ion*  **Target/ Academic Vocabulary** *principal,*  *proud, announced advice, loyal, ability, absorb, loveliest, compete, approached* | **Text**  Short article: *Pace and the Beetle* **Genre:** Folktale from Brazil  **Domain/ Specific Vocabulary** *competition, motivation, victorious, willpower* | **Decoding** Common final syllable  *-tion -sion - ture*  **Syllable Type** Vowel consonant e (*VCe*), vowel teams  **Fluency**  Accuracy | **Spelling Principle** Words with *VCCV* pattern  **Spelling Words Basic:**  *person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself*  **Review:**  *offer, under*  **Challenge**:  *except, wisdom* | **Target Skill**  Main Ideas/detail  **Target Strategy**  Analyze/evaluate  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self-monitoring understanding | **Read Aloud**  *Outrunning Polio*  **Speaking and Listening**  Ask questions  **Speaking and Listening Skill** Brainstorming problems and solutions | **Grammar Skill**  Abbreviations  **Writing Mode**  Informative writing  **Writing Form** Compare and contrast paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive, Suffixes | ** Advanced** *Capoeira* (trade book) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: How would your life be different without magnets?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 27**  4/15-4/18 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** Long article*: The Power of Magnets* **Genre:** Expository nonfiction  **Vocabulary Strategy** Homographs and homophones  **Target/ Academic Vocabulary** *research, tools, familiar, gadget, invention, experiment electric, power, prove, improve* | **Text**  Short article: *Electromagnet ics and You* **Genre:**  Photo essay  **Domain/ Specific Vocabulary** *attract, repel, poles, electromagnet* | **Decoding** Double consonants  **Syllable Type** Closed and open  **Fluency**  Intonation | **Spelling Principle** Words with double consonants  **Spelling Words Basic:**  *jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button*  **Review:**  *funny, better*  **Challenge***: stubborn, mirror* | **Target Skill**  Cause and effect  **Target Strategy**  Summarize  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self-monitoring understanding | **Read Aloud**  *Maglev Trains*  **Speaking and Listening**  Explain causes and effects  **Speaking and Listening Skill** Deliver a news report | **Grammar Skill**  Contractions  **Writing Mode**  Informative writing  **Writing Form** Problem/solution paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive,  Pattern based words | ** Advanced** *Capoeira* (trade book) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What are some benefits being physically active?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson**  **28**  4/22-4/25 | **Paired**  **Selections** | **Decoding**  **and Fluency** | **Spelling** | **Comprehension** | **Speaking and**  **Listening** | **Grammar and Writing** | **Leveled**  **Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Becoming Anything He Wants To Be* **Genre:** Biography  **Vocabulary Strategy** Word roots  **Target/ Academic Vocabulary** *throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment* | **Text**  *My Blue Belt Day!*  **Genre:**  Journal entry  **Domain/ Specific Vocabulary** *overcome, agility, barriers, championship* | **Decoding** Words with *ough* and *augh*  **Syllable Type**  Vowel team  **Fluency**  Phrasing | **Spelling Principle** Words with *ough* and *augh*  **Spelling Words Basic:**  *taught, thought, rough, laugh, bought, caught, ought, cough, fought, daughter, tough, through, enough, brought*  **Review:**  *was, draw*  **Challenge**:  *sought, naughty* | **Target Skill**  Fact and opinion  **Target Strategy**  Visualize  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self-monitoring understanding | **Read Aloud** *Rising to the Challenge*  **Speaking and Listening** Determine the main ideas and supporting details  **Speaking and Listening Skill** Give a descriptive paragraph | **Grammar Skill**  Commas in sentences  **Writing Mode**  Informative writing  **Writing Form**  Instructions  **Write About Reading**  Performance task  **Writing Foundational Skills**  Read and write cursive, single syllable words | ** Advanced** *Capoeira* (trade book) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What can you learn from champions?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 29**  4/29-5/2 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text**  *A New Team of Heroes*  **Genre:**  Drama  **Vocabulary Strategy** Prefixes *un-, dis-*  **Target/ Academic Vocabulary** *excitement, score, athlete, tense, succeed, league, earn partners, pleasures, contribute* | **Text**  *C-H-A-M-P-I-O-N*  **Genre:**  Informational text  **Domain/ Specific Vocabulary** *compete,*  *pressure, defense, teammate* | **Decoding** Words ending in *–er* or *-le*  **Syllable Type** Consonant le (Cle or –le) and  r-controlled  **Fluency**  Expression | **Spelling Principle**  Words ending in -*er* or  -*le*  **Spelling Words Basic:**  *apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double*  **Review:**  *flower, people*  **Challenge**:  *whistle, character* | **Target Skill** Understanding characters  **Target Strategy**  Monitor/clarify  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words, Read text with purpose and understanding, self-monitoring understanding | **Read Aloud**  *Two Players*  **Speaking and Listening** Hold a discussion  **Speaking and Listening Skill** Dramatize a story | **Grammar Skill** What is a preposition?  **Writing Mode** Informative writing  **Writing Form** Prewrite a research report  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive, Prefixes | ** Advanced** *Capoeira* (trade book) |

|  |  |
| --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Post Test May 6th- 9th** |
| **BAW or Journeys Writing Project for End of Year** | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: How can children and adults learn from each other?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Resources located in Journeys Trade Book Lesson Plans**\*\***  **Required Reading Title** *Jake Drake, Know it All* **Genre:** Literature / **Read Aloud Title:** *Donovan’s Word Jar* **Genre:** Realistic Fiction | | | | | | | |
| **Lesson 30**  5/13-5/16 | **Paired Selections** | **Decoding and Fluency** | **Spelling** | **Comprehension** | **Speaking and Listening** | **Grammar and Writing** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Saving Buster* **Genre:** Realistic fiction  **Vocabulary Strategy**  Compound words  **Target/ Academic Vocabulary** *worried, certainly,*  *raise, afford, applause, anxiously, dramatic, guided, ingredients fetch* | **Text** *Acting Across*  *Generations* **Genre:** News article  **Domain/ Specific Vocabulary** *donate, city council, theater group, senior center* | **Decoding** Schwa sound  **Syllable Type** Open, closed,  vowel team, and r- controlled  **Fluency** Reading rate | **Spelling Principle** Words beginning with *a-* or *be-*  **Spelling Words Basic:**  *below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before*  **Review:**  *away, want*  **Challenge**:  *awhile, beyond* | **Target Skill**  Conclusions  **Target Strategy**  Question  **Reading Foundational Skills**  Read words with common prefixes and suffixes, focusing on Latin suffixes,  Read irregularly spelled words,  Read text with purpose and understanding, self- monitoring understanding | **Read Aloud**  *Service Dogs*  **Speaking and Listening** Determine the main ideas and supporting details  **Speaking and Listening Skill** Present a visual | **Grammar Skill**  Correct pronouns  **Writing Mode**  Informative writing  **Writing Form** Draft a research report  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive,  Open and closed syllables | ** Advanced** *Capoeira* (trade book) |

|  |  |
| --- | --- |
| **Third Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Last Week of School Activities** |
| **BAW or Journeys Writing Project for End of Year** | |