

	<u>CURRICULUM</u> <i>End Product of Learning, "What" You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, "How" You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
Time Frame(By date/week/ Month)	STANDARD OR BENCHMARK	CONTENT: What we want students to "KNOW".	SKILL: What we want students to "DO".	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1	READING STANDARDS FOR LITERATURE C.C.3.R.L.1 C.C.3.R.L.3 C.C.3.R.L.4 C.C.3.R.L.6 C.C.3.R.L.7	Understand text Characters, traits, motivations, and feelings in relation to sequence of events Literal and non literal language Point of view Specific aspects of text's illustrations	Ask and answer questions referring to text Describe and explain Determine meaning Distinguish own point of view from that of the	<u>Reading Strategies:</u> -Summarize -Infer / Predict -Analyze / Evaluate -Visualize -Question -make use of vocabulary workshop -utilize basal selections (A Fine, Fine School, The Trial of Cardigan Jones, Destiny's Gift, Pop's Bridge, Roberto Clemente, Max's Words, What Do Illustrators Do?) -guided reading -read aloud -spelling lists	-Basal Assessments -Fountas and Pinnell -Observation -Weekly Spelling Tests -Bi-Monthly Vocabulary Tests -Reading Journal

	READING STANDARDS FOR INFORMATIONAL TEXT		author		
			Explain		
	C.C.3.R.I.1	Understand text		<u>Reading Strategies:</u> -Summarize -Infer / Predict -Analyze / Evaluate -Visualize -Question	
	C.C.3.R.I.3	Time, sequence, and cause and effect		-make use of vocabulary workshop	-Basal Assessments
	C.C.3.R.I.4	Academic and domain specific words and phrases	Refer explicitly to text to ask and answer questions	-utilize basal selections (A Fine, Fine School, The Trial of Cardigan Jones, Destiny's Gift, Pop's Bridge, Roberto Clemente, Max's Words, What Do Illustrators Do?)	-Fountas and Pinnell
	C.C.3.R.I.5	Text features and search tools		-guided reading	-Observation
	C.C.3.R.I.7	Information from illustrations and text	Describe the relationship	-read aloud	-Weekly Spelling Tests
	C.C.3.R.I.9	Important points and key details in two texts	Determine the meaning	-spelling lists	-Bi-Monthly Vocabulary Tests
			Use to locate information		-Reading Journal

	WRITING STANDARDS		understanding	-Ideas -Organization -Voice -Word Choice -Sentence Fluency -Conventions	
	C.C.3.W.1.a	a-Topic or text students are writing about	c-Use context to confirm and reread if necessary	--utilize basal selections (A Fine, Fine School, The Trial of Cardigan Jones, Destiny's Gift, Pop's Bridge, Roberto Clemente, Max's Words, What Do Illustrators Do?)	
	C.C.3.W.1.b	b-Opinions			
	C.C.3.W.1.c	c-Opinions and reasons			-Writing Rubrics -Anecdotal Records -Rough Draft -Final Draft -Houghton Mifflin Practice Book
	C.C.3.W.2.b	b-Topics with facts, definitions, and details			
	C.C.3.W.2.c	c-Ideas within categories of information			
	C.C.3.W.3.a	a-Narrators , characters, and sequence of events	a-Introduce, state an opinion, and create an organizational structure that lists reasons		
	C.C.3.W.3.b	b-Experiences and events of characters			
	C.C.3.W.3.c	c- Order of events			

	C.C.3.W.4	Development and Organization	b-Provide reasons that support		
	C.C.3.W.5	Revision process			
	C.C.3.W.6	Published work	c-Link words and phrases to connect b-Develop and create		
	C.C.3.W.8	Information from print and experiences	c-Use linking words and phrases to connect		
	C.C.3.W.10	Short and extended routine writing	a-Establish, introduce, and organize b-Use dialogues descriptions and experiences	<u>Strategies:</u> -Summarize -Infer / Predict -Analyze / Evaluate -Visualize -Question	
	SPEAKING AND LISTENING STANDARDS				
	C.C.3.S.L.1.a	a-One-on-one, group, and teacher-led collaborative discussions	c- Use temporal (time-ordered) words	-make use of vocabulary workshop -utilize basal selections (A Fine, Fine School, The Trial of Cardigan Jones, Destiny's Gift, Pop's Bridge, Roberto Clemente, Max's Words, What Do Illustrators Do?)	
	C.C.3.S.L.1.b	b-Rules for discussions (speaking and listening)			
	C.C.3.S.L.1.d	d-Discussion of topics		-guided reading	

		and ideas	Produce first draft writing	-read aloud	
	C.C.3.S.L.5	Audio recordings of stories and poems			-Basal Assessments
	C.C.3.S.L.4	Presentations	Develop and strengthen stages of planning, revising, and editing	-make use of vocabulary workshop	-Fountas and Pinnell
	LANGUAGE STANDARDS			-utilize basal selections (A Fine, Fine School, The Trial of Cardigan Jones, Destiny's Gift, Pop's Bridge, Roberto Clemente, Max's Words, What Do Illustrators Do?)	-Observation
	C.C.3.L.1.a	a-Parts of speech	Use technology and collaboration with peers to produce and publish	-guided reading	-Weekly Spelling Tests
	C.C.3.L.1.e C.C.3.L.1.f	e-Simple verb tenses f-Subject-verb and pronoun-antecedent agreement	Recall, gather, and take notes	-read aloud	-Bi-Monthly Vocabulary Tests
	C.C.3.L.1.i	i-Simple compound and complex sentences	Write and practice different writing types and purposes	-spelling lists	-Reading Journal
	C.C.3.L.2.a	a-Titles			
	C.C.3.L.2.b	b-Addresses			-Basal Assessments

	C.C.3.L.2.c	c-Dialogue	a-Engage effectively in 3 rd grade topics and texts		-Fountas and Pinnell
	C.C.3.L.2.e	e-High Frequency and other studied words			-Observation
	C.C.3.L.2.f	f-Writing words	b- Follow rules		-Weekly Spelling Tests
	C.C.3.L.3.a	a-Words and phrases for effect	d-Explain own ideas and understanding		-Bi-Monthly Vocabulary Tests
	C.C.3.L.4.a	a-Meaning of words or phrases			-Reading Journal
	C.C.3.L.4.b	b-Words with affixes	Create, demonstrate fluid reading, and add visual displays		
	C.C.3.L.4.d	d-Glossaries and dictionaries			
	C.C.3.L.5.b	b-Words and their use	Report on a topic, tell a story, recount an experience, and speak clearly	<u>Strategies:</u>	
	C.C.3.L.5.c	c-Related words that describe states of mind or degrees of certainty		-Summarize -Infer / Predict -Monitor/Clarify -Analyze / Evaluate -Visualize	

Q2	READING STANDARDS FOR LITERATURE				
	C.C.3.R.L.1	Understand text	a-Explain the functions in general and particular sentences	-Question -make use of vocabulary workshop -utilize basal selections (The Harvest Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair, Yonder Mountain, Aero and Officer Mike)	
	C.C.3.R.L.2	Central message, moral, lesson	e-Form and use f-Ensure accuracy	-guided reading	
	C.C.3.R.L.3	Characters, traits, motivations, and feelings in relation to sequence of events	i-Create and Produce	-read aloud -make use of vocabulary workshop	
	C.C.3.R.L.4	Literal and non literal language			
	C.C.3.R.L.7	Specific aspects of text's illustrations	a-Capitalize appropriate words in titles b-Use commas appropriately c-Use commas and quotation marks	<u>Strategies:</u> -Summarize -Infer / Predict -Monitor/Clarify -Analyze / Evaluate -Visualize -Question	-Basal Assessments -Fountas and Pinnell -Observation -Weekly Spelling Tests

	READING STANDARDS FOR INFORMATIONAL TEXT				
	C.C.3.R.I.1	Understand text	e-Use conventional spelling and add suffixes to base words	-make use of vocabulary workshop -utilize basal selections (The Harvest Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair, Yonder Mountain, Aero and Officer Mike)	-Bi-Monthly Vocabulary Tests -Reading Journal
	C.C.3.R.I.2	Main idea and supporting details	f-Use spelling patterns and generalizations	-guided reading -read aloud	
	C.C.3.R.I.4	Academic and domain specific words and phrases	a-Choose and use	-make use of vocabulary workshop	
	C.C.3.R.I.5	Text features and search tools			
	C.C.3.R.I.7	Information from illustrations and text	a-Use sentence level context b-Determine the meaning d- Use to clarify key words and phrases b-Identify real-life	<u>Strategies:</u> -Summarize -Infer / Predict -Monitor/Clarify -Analyze / Evaluate -Visualize -Question -make use of vocabulary workshop -utilize basal selections (The Harvest	-Basal Assessments -Fountas and Pinnell -Observation

	READING STANDARDS FOR FOUNDATIONAL SKILLS		connections	Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair, Yonder Mountain, Aero and Officer Mike)	-Weekly Spelling Tests
	C.C.3.R.F.3.a	a-Common prefixes and derivational suffixes	c-Distinguish shades of meaning	-guided reading	-Bi-Monthly Vocabulary Tests
	C.C.3.R.F.3.c	c-Multi-syllable words		-read aloud	-Reading Journal
	C.C.3.R.F.3.d	d-Grade appropriate Irregularly spelled words	Ask and answer questions referring to text	-make use of vocabulary workshop	
	C.C.3.R.F.4.a	a-On-level texts	Recount stories, fable, folktales, myth	<u>Writing Strategies:</u> <u>6 Traits of Writing:</u> -Ideas -Organization -Voice -Word Choice -Sentence Fluency -Conventions	
	C.C.3.R.F.4.c	c-Word recognition and understanding	Describe and explain	-utilize basal selections (The Harvest Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair, Yonder Mountain, Aero and Officer Mike)	-Basal Assessments
			Determine meaning		-Fountas and

	WRITING STANDARDS		Explain		Pinnell
	C.C.3.W.1.b	b-Opinions			-Observation
	C.C.3.W.1.c	c-Opinions and reasons			-Weekly Spelling Tests
	C.C.3.W.2.a	a-Graphic Organizers/ webs			-Bi-Monthly Vocabulary Tests
	C.C.3.W.2.b	b-Topics with facts, definitions, and details			-Reading Journal
	C.C.3.W.3.a	a-Narrators , characters, and sequence of events			
	C.C.3.W.3.b	b-Experiences and events of characters	Refer explicitly to text to ask and answer questions		
	C.C.3.W.3.c	c- Order of events	Determine and explain		
	C.C.3.W.3.d	d-Conclusion	Determine the meaning		
	C.C.3.W.4	Development and Organization			-Writing Rubrics -Anecdotal Records

	C.C.3.W.5	Revision process	Use to locate information	<u>Strategies:</u> -Summarize -Infer / Predict -Monitor/Clarify -Analyze / Evaluate -Visualize -Question -make use of vocabulary workshop -utilize basal selections (The Harvest Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair, Yonder Mountain, Aero and Officer Mike) -guided reading -read aloud -make use of vocabulary workshop	-Rough Draft -Final Draft -Houghton Mifflin Practice Book
	C.C.3.W.6	Published work	Use and demonstrate understanding		
	C.C.3.W.7	Knowledge about a topic			
	C.C.3.W.8	Information from print and experiences			
	C.C.3.W.10	Short and extended routine writing			
	SPEAKING AND LISTENING STANDARDS				
	C.C.3.S.L.1.a	a-One-on-one, group, and teacher-led collaborative discussions			
	C.C.3.S.L.1.c	c-Understanding of information presented	a-Identify and know the meaning of		
	C.C.3.S.L.1.d	d-Discussion of topics	c-Decode words	-make use of vocabulary workshop	

		and ideas			
	C.C.3.S.L.2	Text read aloud, diverse media, and formats	d-Read words	-utilize basal selections (The Harvest Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair, Yonder Mountain, Aero and Officer Mike)	
	C.C.3.S.L.4	Presentations	a-Read with purpose and understanding	-guided reading	
	C.C.3.S.L.5	Audio recordings of stories and poems	c-Use context to confirm and reread if necessary	-read aloud	
	C.C.3.S.L.6	Appropriate responses		-spelling lists	
	LANGUAGE STANDARDS				
	C.C.3.L.1.a	a-Parts of speech			-Basal Assessments
	C.C.3.L.1.b	b-Regular and irregular plural nouns			-Fountas and Pinnell
	C.C.3.L.1.d	d-Regular and irregular verbs	b-Provide reasons that support		-Observation
					-Weekly Spelling Tests
					-Bi-Monthly Vocabulary Tests

	C.C.3.L.1.f	f-Subject-verb and pronoun-antecedent agreement	c-Link words and phrases to connect		-Reading Journal
	C.C.3.L.1.i	i-Simple compound and complex sentences	a-Introduce and group related information and include illustrations		
	C.C.3.L.2.a	a-Titles			
	C.C.3.L.2.e	e-High Frequency and other studied words	b-Develop and create		
	C.C.3.L.2.f	f-Writing words	a-Establish, introduce, and organize		
	C.C.3.L.3.a	a-Words and phrases for effect	b-Use dialogues descriptions and experiences		-Basal Assessments
	C.C.3.L.4.a	a-Meaning of words or phrases			-Fountas and Pinnell
	C.C.3.L.4.b	b-Words with affixes	c- Use temporal (time-ordered) words		-Observation
	C.C.3.L.4.d	d-Glossaries and dictionaries	d-Provide a		-Weekly Spelling Tests
					-Bi-Monthly

	C.C.3.L.5.a	a-Words and phrases in context	sense of closure		Vocabulary Tests
			Produce first draft writing		-Reading Journal
	C.C.3.L.5.b	b-Words and their use	Develop and strengthen stages of planning, revising, and editing		
			Use technology and collaboration with peers to produce and publish	<u>Reading Strategies:</u> -Summarize -Infer / Predict -Monitor /Clarify -Analyze / Evaluate -Visualize -Question -make use of vocabulary workshop	
			Conduct a short research projects	-utilize basal selections (The Extra Good Sunday, A Mr. Rubbish Mood, The Albertosaurus Mystery, A Tree is Growing, Dogzilla, Life on the Ice, Two Bad Ants)	
			Recall, gather, and take notes	-guided reading	
			Write and practice different	-read aloud	

Q3	READING STANDARDS FOR LITERATURE		writing types and purposes	-spelling lists	
	C.C.3.R.L.1	Understand text			
	C.C.3.R.L.2	Central message, moral, lesson	a-Engage effectively in 3 rd grade topics and texts		
	C.C.3.R.L.3	Characters, traits, motivations, and feelings in relation to sequence of events	c-Ask questions, stay on topic, and link comments	<u>Reading Strategies:</u> -Summarize -Infer / Predict -Monitor /Clarify -Analyze / Evaluate -Visualize -Question	
	C.C.3.R.L.4	Literal and non literal language		-make use of vocabulary workshop	
	C.C.3.R.L.5	Parts of stories, dramas, and poems	d-Explain own ideas and understanding	-utilize basal selections (The Extra Good Sunday, A Mr. Rubbish Mood, The Albertosaurus Mystery, A Tree is Growing, Dogzilla, Life on the Ice, Two Bad Ants)	
	C.C.3.R.L.7	Specific aspects of text's illustrations	Determine main idea and details Report on a topic, tell a story, recount	-guided reading -read aloud -spelling lists	

	READING STANDARDS FOR INFORMATIONAL TEXT		an experience, and speak clearly		
	C.C.3.R.I.1	Understand text	Create, demonstrate fluid reading, and add visual displays		-Basal Assessments
	C.C.3.R.I.4	Academic and domain specific words and phrases	Speak in complete sentences for detail and clarification	<u>Reading Strategies:</u> -Summarize -Infer / Predict -Monitor /Clarify -Analyze / Evaluate -Visualize -Question	-Observation
	C.C.3.R.I.5	Text features and search tools			-Weekly Spelling Tests
	C.C.3.R.I.7	Information from illustrations and text		-make use of vocabulary workshop	-Bi-Monthly Vocabulary Tests
			a-Explain the functions in general and particular sentences	-utilize basal selections (The Extra Good Sunday, A Mr. Rubbish Mood, The Albertosaurus Mystery, A Tree is Growing, Dogzilla, Life on the Ice, Two Bad Ants)	-Reading Journal
			b-Form and use	-guided reading	-Rubric for Expository Writing
			d-Form and	-read aloud	-Running Records
				-spelling lists	

	READING STANDARDS FOR FOUNDATIONAL SKILLS		use		
	C.C.3.R.F.3.a	a-Common prefixes and derivational suffixes	f-Ensure accuracy	<u>Writing Strategies:</u> <u>6 Traits of Writing:</u> -Ideas -Organization -Voice -Word Choice -Sentence Fluency -Conventions	-Basal Assessments
	C.C.3.R.F.3.c	c-Multi-syllable words	i-Create and Produce		-Fountas and Pinnell
	C.C.3.R.F.3.d	d-Grade appropriate irregularly spelled words			-Observation
	C.C.3.R.F.4.a	a-On-level texts	a-Capitalize appropriate words in titles	-utilize basal selections (The Extra Good Sunday, A Mr. Rubbish Mood, The Albertosaurus Mystery, A Tree is Growing, Dogzilla, Life on the Ice, Two Bad Ants)	-Weekly Spelling Tests
	C.C.3.R.F.4.b	b-On-level prose and poetry	e-Use conventional spelling and add suffixes to base words		-Bi-Monthly Vocabulary Tests
	C.C.3.R.F.4.c	c-Word recognition and understanding	f-Use spelling patterns and generalizations		-Reading Journal
			a-Choose and use		

	WRITING STANDARDS				
	C.C.3.W.1.a	a-Topic or text students are writing about	a-Use sentence level context		
	C.C.3.W.1.b	b-Opinions	b-Determine the meaning		
	C.C.3.W.1.c	c-Opinions and reasons	d- Use to clarify key words and phrases		
	C.C.3.W.1.d	d-Conclusions	a-Distinguish literal and non literal meanings		-Basal Assessments
	C.C.3.W.3a	a-Narrators , characters and sequence of events			-Fountas and Pinnell
	C.C.3.W.3.b	b-Experiences and events of characters	b-Identify real-life connections		-Observation
	C.C.3.W.3.c	c- Order of events		<u>Reading Strategies:</u>	-Weekly Spelling Tests
	C.C.3.W.3.d	d-Conclusion		-Summarize	-Bi-Monthly Vocabulary Tests
	C.C.3.W.4	Development and		-Infer / Predict	-Reading Journal
				-Monitor /Clarify	
				-Analyze / Evaluate	
				-Visualize	
				-Question	

		Organization		-make use of vocabulary workshop	
	C.C.3.W.5	Revision process		-utilize basal selections (The Extra Good Sunday, A Mr. Rubbish Mood, The Albertosaurus Mystery, A Tree is Growing, Dogzilla, Life on the Ice, Two Bad Ants)	
	C.C.3.W.6	Published work		-guided reading	
	C.C.3.W.7	Knowledge about a topic		-read aloud	
	C.C.3.W.8	Information from print and experiences		-spelling lists	
	C.C.3.W.10	Short and extended routine writing			-Writing Rubrics -Anecdotal Records -Rough Draft -Final Draft -Houghton Mifflin Practice Book
	SPEAKING AND LISTENING STANDARDS			-make use of vocabulary workshop	
	C.C.3.S.L.1.a	a-One-on-one, group, and teacher-led collaborative discussions	Ask and answer questions referring to text	-utilize basal selections selections (The Extra Good Sunday, A Mr. Rubbish Mood, The Albertosaurus Mystery, A Tree is Growing, Dogzilla, Life on the Ice, Two Bad Ants)	
	C.C.3.S.L.1.d	d-Discussion of topics and ideas	Recount stories, fable, folktales, myth	-guided reading	
	C.C.3.S.L.2	Text read aloud, diverse		-read aloud	

		media, and formats		-spelling lists	
	C.C.3.S.L.3	Elaboration and details from a speaker	Describe and explain		
	C.C.3.S.L.4	Presentations			
	C.C.3.S.L.5	Audio recordings of stories and poems	Determine meaning		
	C.C.3.S.L.6	Appropriate responses	Refer to and use proper terminology to describe		
			Explain		
	LANGUAGE STANDARDS				
	C.C.3.L.1.a	a-Parts of speech			
	C.C.3.L.1.b	b-Regular and irregular plural nouns			
	C.C.3.L.1.c	c-Abstract nouns	Refer		

	C.C.3.L.1.d	d-Regular and irregular verbs	explicitly to text to ask and answer questions		
	C.C.3.L.1.f	f-Subject-verb and pronoun-antecedent agreement	Determine the meaning		-Basal Assessments
	C.C.3.L.1.i	i-Simple compound and complex sentences			-Fountas and Pinnell
	C.C.3.L.2.a	a-Titles	Use to locate information		-Observation
	C.C.3.L.2.e	e-High Frequency and other studied words	Use and demonstrate understanding		-Weekly Spelling Tests
	C.C.3.L.2.f	f-Writing words			-Bi-Monthly Vocabulary Tests
	C.C.3.L.3.a	a-Words and phrases for effect			-Reading Journal
	C.C.3.L.4.a	a-Meaning of words or phrases			
	C.C.3.L.4.b	b-Words with affixes			
		d-Glossaries and			

	C.C.3.L.4.d	dictionaries		<u>Reading Strategies:</u> -Summarize -Infer / Predict -Monitor /Clarify -Analyze / Evaluate -Visualize -Question	
	C.C.3.L.5.a	a-Words and phrases in context	a-Identify and know the meaning of		-Basal Assessments
	C.C.3.L.5.b	b-Words and their use	c-Decode words	-make use of vocabulary workshop	-Fountas and Pinnell
	C.C.3.L.6	Grade-appropriate conversational, general academic, and domain specific words and phrases	d-Read words	-utilize basal selections (The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains, And/Or Trade Books)	-Observation
			a-Read with purpose and understanding	-guided reading	-Weekly Spelling Tests
			b- Read at appropriate grade and with expression	-read aloud	-Bi-Monthly Vocabulary Tests
			c-Use context to confirm and reread if necessary	-spelling lists	-Reading Journal

Q4	READING STANDARDS FOR LITERATURE			<u>Reading Strategies:</u> -Summarize -Infer / Predict -Monitor /Clarify -Analyze / Evaluate -Visualize -Question	
	C.C.3.R.L.1	Understand text			
	C.C.3.R.L.2	Central message, moral, lesson		-make use of vocabulary workshop	
	C.C.3.R.L.3	Characters, traits, motivations, and feelings in relation to sequence of events	a-Introduce, state an opinion, and create an organizational structure that lists reasons	-utilize basal selections (The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains, And/Or Trade Books) -guided reading	
	C.C.3.R.L.9	Themes, settings, plots of stories by the same author	b-Provide reasons that support	-read aloud -spelling lists	
	C.C.3.R.L10	Literature (Stories, dramas, and poetry) Read and comprehend proficiently and independently	c-Link words and phrases to connect d-Provide statements or sections a-Establish,		

	READING STANDARDS FOR INFORMATIONAL TEXT		introduce, and organize	<u>Reading Strategies:</u> -Summarize -Infer / Predict -Monitor /Clarify -Analyze / Evaluate -Visualize -Question -make use of vocabulary workshop	
	C.C.3.R.I.1	Understand text	b-Use dialogues descriptions and experiences		
	C.C.3.R.I.2	Main idea and supporting details	c- Use temporal (time-ordered) words	-utilize basal selections (The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains, And/Or Trade Books) -guided reading	
	C.C.3.R.I.3	Time, sequence, and cause and effect	d-Provide a sense of closure	-read aloud	
	C.C.3.R.I.5	Text features and search tools	Produce first draft writing	-spelling lists	
	C.C.3.R.I.6	Point of view of the author			
	C.C.3.R.I.7	Information from illustrations and text	Develop and strengthen stages of planning, revising, and editing		-Basal Assessments
	C.C.3.R.I.8	Sentences and paragraphs in a text		<u>Writing Strategies:</u> <u>6 Traits of Writing:</u> -Ideas -Organization -Voice -Word Choice	-Fountas and Pinnell -Observation
	C.C.3.R.I.9	Important points and key details in two texts	Use technology and		-Weekly Spelling Tests
	C.C.3.R.I.10				

		Informational and technical texts	collaboration with peers to produce and publish	-Sentence Fluency -Conventions	-Bi-Monthly Vocabulary Tests
	READING STANDARDS FOR FOUNDATIONAL SKILLS		Conduct a short research projects	-utilize basal selections (The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains, And/Or Trade Books)	-Reading Journal
	C.C.3.R.F.3.a	a-Common prefixes and derivational suffixes	Recall, gather, and take notes		
	C.C.3.R.F.3.b	b-Common Latin suffixes			
	C.C.3.R.F.3.c	c-Multi-syllable words	Write and practice different writing types and purposes		
	C.C.3.R.F.3.d	d-Grade appropriate Irregularly spelled words			
	C.C.3.R.F.4.a	a-On-level texts			
	C.C.3.R.F.4.b	b-On-level prose and poetry	a-Engage effectively in 3 rd grade topics and texts		
	C.C.3.R.F.4.c	c-Word recognition and understanding			
			d-Explain own ideas and understanding		-Basal Assessments
					-Fountas and Pinnell

	WRITING STANDARDS		Determine main idea and details		-Observation
	C.C.3.W.1.a	a-Topic or text students are writing about	Ask and answer questions		-Weekly Spelling Tests
	C.C.3.W.1.b	b-Opinions			-Bi-Monthly Vocabulary Tests
	C.C.3.W.1.c	c-Opinions and reasons	Report on a topic, tell a story, recount an experience, and speak clearly		-Reading Journal
	C.C.3.W.1.d	d-Conclusions			
	C.C.3.W.2.a	a-Graphic Organizers/ webs	Create, demonstrate fluid reading, and add visual displays		
	C.C.3.W.2.b	b-Topics with facts, definitions, and details			
	C.C.3.W.2.c	c-Ideas within categories of information	Speak in complete sentences for detail and clarification	<u>Reading Strategies:</u>	
	C.C.3.W.2.d	d-Conclusions		-Summarize	
				-Infer / Predict	
				-Monitor /Clarify	
				-Analyze / Evaluate	
	C.C.3.W.3a			-Visualize	-Basal

		a-Narrators , characters, and sequence of events		-Question	Assessments
	C.C.3.W.3.b	b-Experiences and events of characters	a-Explain the functions in general and particular sentences	-make use of vocabulary workshop	-Fountas and Pinnell
	C.C.3.W.3.d	d-Conclusion		-utilize basal (The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains, And/Or Trade Books)	-Observation
	C.C.3.W.4	Development and Organization	b-Form and use	-guided reading	-Weekly Spelling Tests
	C.C.3.W.5	Revision process	c- Recognize and use	-read aloud	-Bi-Monthly Vocabulary Tests
	C.C.3.W.6	Published work	d-Form and use	-spelling lists	-Reading Journal
	C.C.3.W.7	Knowledge about a topic			
	C.C.3.W.8	Information from print and experiences	i-Create and Produce	-make use of vocabulary workshop	
	C.C.3.W.10	Short and extended routine writing	a-Capitalize appropriate words in titles	-utilize basal selections selections (The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains, And/Or Trade Books)	
				-guided reading	-Writing Rubrics
				-read aloud	-Anecdotal

	SPEAKING AND LISTENING STANDARDS		e-Use conventional spelling and add suffixes to base words	-spelling lists	Records -Rough Draft -Final Draft -Houghton Mifflin Practice Book
	C.C.3.S.L.1.a	a-One-on-one, group, and teacher-led collaborative discussions	f-Use spelling patterns and generalizations		
	C.C.3.S.L.1.d	d-Discussion of topics and ideas			
	C.C.3.S.L.2	Text read aloud, diverse media, and formats	a-Choose and use		
	C.C.3.S.L.4	Presentations	a-Use sentence level context		
	C.C.3.S.L.6	Appropriate responses	b-Determine the meaning		
			d- Use to clarify key words and phrases		
			a-Distinguish literal and non literal		

	LANGUAGE STANDARDS		meanings		
	C.C.3.L.1.e	e-Simple verb tenses	b-Identify real-life connections		
	C.C.3.L.1.g	g-Comparative and superlative adjectives and adverbs	Acquire and use accurately		
	C.C.3.L.1.h	h-Coordinating and subordinating conjunctions			
	C.C.3.L.1.i	i-Simple compound and complex sentences			
	C.C.3.L.2.a	a-Titles			
	C.C.3.L.2.c	c-Dialogue			
	C.C.3.L.2.d	d-Possessives			
	C.C.3.L.2.e	e-High Frequency and			

		other studied words			
	C.C.3.L.2f	f-Writing words	Ask and answer questions referring to text		-Basal Assessments
	C.C.3.L.2g	g-reference materials			-Fountas and Pinnell
					-Observation
	C.C.3.L.3.a	a-Words and phrases for effect	Recount stories, fable, folktales, myth		-Weekly Spelling Tests
	C.C.3.L.3b	b- Conventions of spoken and written standard-English	Describe and explain		-Bi-Monthly Vocabulary Tests
					-Reading Journal
	C.C.3.L.4.a	a-Meaning of words or phrases			
	C.C.3.L.4.b	b-Words with affixes	Compare and contrast		
	C.C.3.L.4.c	c-Root or base words			
	C.C.3.L.4.d	d-Glossaries and dictionaries	Read and comprehend proficiently and independently		
	C.C.3.L.5.b	b-Words and their use			
	C.C.3.L.6	Grade-appropriate			

		conversational, general academic, and domain specific words and phrases	<p>Refer explicitly to text to ask and answer questions</p> <p>Determine the meaning</p> <p>Describe the relationship</p> <p>Use to locate information</p> <p>Distinguish</p>		<p>-Basal Assessments</p> <p>-Fountas and Pinnell</p> <p>-Observation</p> <p>-Weekly Spelling Tests</p> <p>-Bi-Monthly Vocabulary Tests</p> <p>-Reading Journal</p>
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students'
point of view
from text

Use and
demonstrate
understanding

Describe
logical
connections

Compare and
contrast

Read and
comprehend
independently
and
proficiently

a-Identify and
know the
meaning of

b-Decode

			<p>words</p> <p>c-Decode words</p> <p>d-Read words</p> <p>a-Read with purpose and understanding</p> <p>b- Read at appropriate grade and with expression</p> <p>c-Use context to confirm and reread if necessary</p>		
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a-Introduce,
state an
opinion, and
create an
organizational
structure that
lists reasons

b-Provide
reasons that
support

c-Link words
and phrases to
connect

d-Provide
statements or
sections

a-Establish,
introduce, and
organize

b-Use
dialogues
descriptions
and
experiences

c-Use linking
words

			<p>and phrase s to connec t</p> <p>d-Provide concluding statement or section</p> <p>a-Establish, introduce, and organize</p> <p>b-Use dialogues descriptions and experiences</p> <p>d-Provide a sense of closure</p> <p>Produce first draft writing</p> <p>Develop and strengthen</p>		<p>-Basal Assessments</p> <p>-Observation</p> <p>-Running Records</p> <p>-Weekly Spelling Tests</p> <p>-Bi-Monthly Vocabulary Tests</p> <p>-Reading Journal</p> <p>-Rubric for Expository</p>
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stages of
planning,
revising, and
editing

Use
technology
and
collaboration
with peers to
produce and
publish

Conduct a
short research
projects

Recall, gather,
and take notes

Write and
practice
different
writing types
and purposes

a-Engage

effectively in
3rd grade
topics and
texts

d-Explain
own ideas and
understanding

Determine
main idea and
details

Report on a
topic, tell a
story, recount
an experience,
and speak
clearly

Speak in
complete
sentences for
detail and
clarification

e-Form and
use

g-Form, use,
and modify

h-Use
properly

i-Create and
Produce

a-Capitalize
appropriate
words in titles

c-Use
commas and
quotation
marks

d-Form and
use

e-Use
conventional
spelling and
add suffixes
to base words

f-Use spelling
patterns and
generalization
s

g-Consult and
use to check
spelling

a-Choose and
use

b-Recognize
and observe

difference

a-Use
sentence level
context

b-Determine
the meaning

c-Determine
the meaning

d- Use to
clarify key
words and
phrases

b-Identify
real-life
connections

Acquire and
use accurately

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					<ul style="list-style-type: none">-Basal Assessments-Observation-Running Records-Weekly Spelling Tests-Bi-Monthly Vocabulary Tests-Reading Journal-Rubric for Expository Writing
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Course/Subject: Language Arts

CURRICULUM MAP

Grade: 3