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

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

READING STANDARDS FOR FOUNDATIONAL SKILLS C.C.3.R.F.3.a C.C.3.R.F.3.d C.C.3.R.F.4.a C.C.3.R.F.4.a	a-Common prefixes and derivational suffixes c-Multi-syllable words d-Grade appropriate Irregularly spelled words a-On-level texts c-Word recognition and understanding	Use and demonstrate understanding Compare and contrast a-Identify and know the meaning of c-Decode words d-Read words	Reading Strategies: -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
		a-Read with purpose and	Writing Strategies: 6 Traits of Writing:	

WRITING STANDARDS	a Topic or toyt students	understanding c-Use context to confirm and reread if	-Ideas -Organization -Voice -Word Choice	
C.C.3.W.1.a	a-Topic or text students are writing about	necessary	-Sentence Fluency -Conventions	
C.C.3.W.1.b	b-Opinions		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.c	c-Opinions and reasons			-Writing Rubrics -Anecdotal Records -Rough Draft
C.C.3.W.2.b	b-Topics with facts, definitions, and details			-Rough Draft -Final Draft -Houghton Mifflin Practice
C.C.3.W.2.c	c-Ideas within categories of information			Book
C.C.3.W.3.a	a-Narrators , characters, and sequence of events	a-Introduce,		
C.C.3.W.3.b	b-Experiences and events of characters	state an opinion, and create an organizational		
C.C.3.W.3.c	c- Order of events	structure that lists reasons		

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C.C.3.W.4	Development and	b-Provide		
	Organization	reasons that		
		support		
C.C.3.W.5	Revision process			
		c-Link words		
		and phrases to		
	Published work	connect		
C.C.3.W.6	Published work	b-Develop		
		and create		
		and create		
G G A W O	Information from print			
C.C.3.W.8	and experiences	c-Use linking		
	1	words and		
		phrases to		
C.C.3.W.10	Short and extended	connect		
C.C.3.W.10	routine writing		Strategies:	
		a-Establish,	-Summarize	
		introduce, and	-Infer / Predict	
SPEAKING AND		organize	-Analyze / Evaluate	
LISTENING		b-Use	-Visualize	
STANDARDS		dialogues	-Question	
C.C.3.S.L.1.a	a-One-on-one, group, and	descriptions	-make use of vocabulary workshop	
C.C.3.5.L.1.a	teacher-led collaborative	and	make use of vocabulary workshop	
	discussions	experiences	-utilize basal selections (A Fine, Fine	
			School, The Trial of Cardigan Jones,	
		c- Use	Destiny's Gift, Pop's Bridge, Roberto	
C.C.3.S.L.1.b	b-Rules for discussions	temporal	Clemente, Max's Words, What Do	
	(speaking and listening)	(time-ordered)	Illustrators Do?)	
C.C.3.S.L.1.d		words		
C.C.J.D.L.1.U	d-Discussion of topics		-guided reading	

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	and ideas	Produce first		
		draft writing	-read aloud	D 1
C.C.3.S.L.5	A 1: 1: 6			-Basal
	Audio recordings of	D1		Assessments
	stories and poems	Develop and		-Fountas and
		strengthen		Pinnell
C.C.3.S.L.4	Presentations	stages of planning,	-make use of vocabulary workshop	Pililleli
	Fresentations	revising, and	-make use of vocabulary workshop	-Observation
		editing	-utilize basal selections (A Fine, Fine	-Observation
		editing	School, The Trial of Cardigan Jones,	-Weekly Spelling
			Destiny's Gift, Pop's Bridge, Roberto	Tests
		Use	Clemente, Max's Words, What Do	Tests
LANGUAGE		technology	Illustrators Do?)	-Bi-Monthly
LANGUAGE STANDARDS		and	musuutois 20.)	Vocabulary Tests
		collaboration	-guided reading	, come and j resus
C.C.3.L.1.a	a-Parts of speech	with peers to	80-010-100-100	-Reading Journal
		produce and	-read aloud	8
		publish		
			-spelling lists	
C.C.3.L.1.e	e-Simple verb tenses	Recall, gather,		
C.C.3.L.1.f	f-Subject-verb and	and take notes		
	pronoun-antecedent			
	agreement			
		Write and		
C.C.3.L.1.i	i-Simple compound and	practice		
	complex sentences	different		
		writing types		
		and purposes		
C.C.3.L.2.a	a-Titles			D 1
				-Basal
	h Addresses			Assessments
C.C.3.L.2.b	b-Addresses			

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

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

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			-make use of vocabulary workshop	-Bi-Monthly
READING		e-Use		Vocabulary Tests
STANDARDS FOR		conventional	-utilize basal selections (The Harvest	
INFORMATIONAL		spelling and	Birds, Kmishibai Man, Young Thomas	-Reading Journal
TEXT		add suffixes	Edison, Jump, The Science Fair,	
C.C.3.R.I.1	** 1	to base words	Yonder Mountain, Aero and Officer	
C.C.J.R.I.1	Understand text	C T T 111	Mike)	
		f-Use spelling		
	N	patterns and	-guided reading	
C.C.3.R.I.2	Main idea and supporting	generalization	1 1 1	
C.C.3.R.I.4	details	S	-read aloud	
0.0.5.14.1.	Academic and domain			
	specific words and	a-Choose and	-make use of vocabulary workshop	
	phrases			
C.C.3.R.I.5	Text features and search	use		
C.C.J.IX.I.J	tools			
	tools			
C.C.3.R.I.7	Information from	a-Use		
C.C.3.R.I./	illustrations and text	sentence level		
		context		
			Strategies:	
		b-Determine	-Summarize	
		the meaning	-Infer / Predict	
			-Monitor/Clarify	
		d- Use to	-Analyze / Evaluate	-Basal
		clarify key	-Visualize	Assessments
		words and	-Question	
		phrases		-Fountas and
			-make use of vocabulary workshop	Pinnell
		b-Identify		
		real-life	-utilize basal selections (The Harvest	-Observation

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

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			Pinnell
WRITING STANDARDS		Explain	-Observation
C.C.3.W.1.b	b-Opinions		-Weekly Spelling Tests
C.C.3.W.1c	c-Opinions and reasons		-Bi-Monthly Vocabulary Tests
C.C.3.W.2.a	a-Graphic Organizers/ webs		-Reading Journal
C.C.3.W.2.b	b-Topics with facts, definitions, and details		
C.C.3.W.3a	a-Narrators , characters, and sequence of events	Refer	
C.C.3.W.3.b	b-Experiences and events of characters	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	-Writing Rubrics
C.C.3.W.4	Development and Organization		-Anecdotal Records

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C.C.3.W.5	Revision process	Use to locate information	Strategies: -Summarize	-Rough Draft -Final Draft -Houghton Mifflin Practice Book
C.C.3.W.6	Published work	Use and demonstrate understanding	-Summarize -Infer / Predict -Monitor/Clarify -Analyze / Evaluate -Visualize -Question	ВООК
C.C.3.W.7	Knowledge about a topic		-make use of vocabulary workshop	
C.C.3.W.8	Information from print and experiences		-utilize basal selections (The Harvest Birds, Kmishibai Man, Young Thomas Edison, Jump, The Science Fair,	
C.C.3.W.10	Short and extended routine writing		Yonder Mountain, Aero and Officer Mike)	
			-guided reading	
SPEAKING AND LISTENING			-read aloud	
STANDARDS			-make use of vocabulary workshop	
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	

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	and ideas			
C.C.3.S.L.2	and ideas 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,	
C.C.3.S.L.4	Presentations	a-Read with purpose and understanding	Yonder Mountain, Aero and Officer Mike) -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 -spelling lists	
C.C.3.S.L.6	Appropriate responses			
LANGUAGE				-Basal Assessments
STANDARDS C.C.3.L.1.a	a-Parts of speech			-Fountas and Pinnell
C.C.3.L.1.b	b-Regular and irregular			-Observation -Weekly Spelling Tests
C.C.3.L.1.d	plural nouns d-Regular and irregular verbs	b-Provide reasons that support		-Bi-Monthly Vocabulary Tests

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	~ ~ ~			-Reading Journal
	C.C.3.L.1.f	f-Subject-verb and pronoun-antecedent agreement	c-Link words and phrases to connect	
	C.C.3.L.1.i	i-Simple compound and complex sentences	a-Introduce and group related information and include	
	C.C.3.L.2.a	a-Titles	illustrations	
	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	-Basal Assessments -Fountas and
	C.C.3.L.4.a	a-Meaning of words or phrases	experiences	Pinnell
		•	c- Use temporal	-Observation
	C.C.3.L.4.b	b-Words with affixes	(time-ordered) words	-Weekly Spelling Tests
	C.C.3.L.4.d	d-Glossaries and dictionaries	d-Provide a	-Bi-Monthly

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CCALE		sense of		Vocabulary Tests
C.C.3.L.5.a	a-Words and phrases in	closure		D 1' I 1
	context	Produce first		-Reading Journal
		draft writing		
		diant wining		
C.C.3.L.5.b	b-Words and their use			
		Develop and		
		strengthen		
		stages of		
		planning,		
		revising, and editing		
		Culting	Reading Strategies:	
			-Summarize	
		Use	-Infer / Predict	
		technology	-Monitor /Clarify	
		and	-Analyze / Evaluate	
		collaboration	-Visualize	
		with peers to	-Question	
		produce and publish	-make use of vocabulary workshop	
		puonsn	-make use of vocabulary workshop	
		Conduct a	-utilize basal selections (The Extra	
		short research	Good Sunday, A Mr. Rubbish Mood,	
		projects	The Albertosaurus Mystery, A Tree is	
			Growing, Dogzilla, Life on the Ice,	
		Recall, gather,	Two Bad Ants)	
		and take notes	. 1 1 1.	
		Write and	-guided reading	
		practice	-read aloud	
		different	Touc aloud	

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

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

		use		
READING STANDARDS FOR FOUNDATIONAL SKILLS		f-Ensure accuracy		
C.C.3.R.F.3.a	a-Common prefixes and derivational suffixes		Writing Strategies: 6 Traits of Writing: -Ideas	
C.C.3.R.F.3.c	N/ 1/ 11 1 1		-Organization	
C.C.3.R.F.3.d	c-Multi-syllable words	i-Create and Produce	-Voice -Word Choice	-Basal
C.C.3.R.F.4.a	d-Grade appropriate irregularly spelled words		-Sentence Fluency -Conventions	Assessments
C.C.3.R.F.4.b	a-On-level texts b-On-level prose and	a-Capitalize appropriate words in titles e-Use	-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)	-Fountas and Pinnell -Observation -Weekly Spelling
C.C.3.R.F.4.c	c-Word recognition and understanding	conventional spelling and add suffixes to base words f-Use spelling patterns and generalization s	Two Bad Alits)	Tests -Bi-Monthly Vocabulary Tests -Reading Journal
		a-Choose and use		

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WRITING				
STANDARDS		a-Use sentence level		
C.C.3.W.1.a	a-Topic or text students	context		
	are writing about			
		b-Determine		
C.C.3.W.1.b	b-Opinions	the meaning		
C.C.3. W.1.8	o opinions	d- Use to		
C.C.3.W.1.c		clarify key		
	c-Opinions and reasons	words and phrases		-Basal
		pinases		Assessments
C.C.3.W.1.d	d-Conclusions	a-Distinguish literal and non		-Fountas and
		literal		Pinnell
		meanings		
C.C.3.W.3a	a-Narrators, characters and sequence of events			-Observation
C.C.3.W.3.b				-Weekly Spelling
C.C.3. W.3.D	b-Experiences and events	b-Identify real-life		Tests
	of characters	connections		-Bi-Monthly
G G A W A			Reading Strategies:	Vocabulary Tests
C.C.3.W.3.c	c- Order of events		-Summarize -Infer / Predict	Danding Jayamal
			-Monitor /Clarify	-Reading Journal
C.C.3.W.3.d	d-Conclusion		-Analyze / Evaluate	
			-Visualize -Question	
C.C.3.W.4	Development and		-Question	

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

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C.C.3.L.1.d	d-Regular and irregular	explicitly to	
C.C.J.L.1.u	verbs	text to ask and	
	Velus	answer	
	f-Subject-verb and	questions	
C.C.3.L.1.f	pronoun-antecedent	questions	-Basal
	agreement	Determine the	Assessments
	agreement	meaning	Assessments
	i-Simple compound and	meaning	-Fountas and
C.C.3.L.1.i	complex sentences		Pinnell
	complex sentences		1 mmen
		Use to locate	-Observation
	a-Titles	information	
C.C.3.L.2.a			-Weekly Spelling
			Tests
	e-High Frequency and	Use and	
C.C.3.L.2.e	other studied words	demonstrate	-Bi-Monthly
		understanding	Vocabulary Tests
		_	-
C.C.3.L.2.f	f-Writing words		-Reading Journal
	a-Words and phrases for		
C.C.3.L.3.a	effect		
C.C.3.L.4.a	a-Meaning of words or		
	phrases		
	b-Words with affixes		
C.C.3.L.4.b	0- WOIUS WILL ATTIXES		
	d-Glossaries and		
	a crossuries una		

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	T	T	T	
C.C.3.L.4.d	dictionaries			
			Reading Strategies:	
C.C.3.L.5.a	a-Words and phrases in		-Summarize	
	context		-Infer / Predict	
			-Monitor /Clarify	
		a-Identify and	-Analyze / Evaluate	-Basal
		know the	-Visualize	Assessments
C.C.3.L.5.b	b-Words and their use	meaning of	-Question	
C.C.J.L.J.0				-Fountas and
		c-Decode	-make use of vocabulary workshop	Pinnell
		words	·	
	Grade-appropriate		-utilize basal selections (The Journey,	-Observation
C.C.3.L.6	conversational, general	d-Read words	Oliver K. Woodman, Dog of the Sea	
	academic, and domain		Waves, Mountains, And/Or Trade	-Weekly Spelling
	specific words and		Books)	Tests
	phrases	a-Read with		
	r	purpose and	-guided reading	-Bi-Monthly
		understanding	garaca reading	Vocabulary Tests
		understanding	-read aloud	v ocasaiai y i ests
		b- Read at	Touc urous	-Reading Journal
		appropriate	-spelling lists	reading souther
		grade and	spening note	
		with		
		expression		
		CAPICSSION		
		c-Use context		
		to confirm		
		and reread if		
		necessary		

				Reading Strategies:	
	READING			-Summarize	
Q4	STANDARDS FOR			-Infer / Predict	
	LITERATURE			-Monitor /Clarify	
				-Analyze / Evaluate	
	C.C.3.R.L.1	Understand text		-Visualize	
				-Question	
	C.C.3.R.L.2				
		Central message, moral,		-make use of vocabulary workshop	
		lesson			
			_	-utilize basal selections (The Journey,	
	C.C.3.R.L.3		a-Introduce,	Oliver K. Woodman, Dog of the Sea	
	C.C.S.R.E.S	Characters, traits,	state an	Waves, Mountains, And/Or Trade	
		motivations, and feelings	opinion, and	Books)	
		in relation to sequence of	create an		
		events	organizational	-guided reading	
	C.C.3.R.L.9		structure that		
		Themes, settings, plots of	lists reasons	-read aloud	
		stories by the same	1.D. 11	112 12 4	
		author	b-Provide	-spelling lists	
			reasons that		
	C.C.3.R.L10	Litanatura (Starias	support		
		Literature (Stories,	c-Link words		
		dramas, and poetry) Read and comprehend	and phrases to		
		proficiently and	connect		
		independently	Connect		
		macpendentry	d-Provide		
			statements or		
			sections		
			555610115		
			a-Establish,		

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		introduce, and	Reading Strategies:	
		organize	-Summarize	
READING	lop.		-Infer / Predict	
STANDARDS F INFORMATION		b-Use	-Monitor /Clarify	
TEXT	NAL	dialogues	-Analyze / Evaluate	
		descriptions	-Visualize	
C.C.3.R.I.1	Understand text	and	-Question	
		experiences		
		r	-make use of vocabulary workshop	
C.C.3.R.I.2	Main idea and supporting	c- Use		
	details	temporal	-utilize basal selections (The Journey,	
		(time-ordered)	Oliver K. Woodman, Dog of the Sea	
C.C.3.R.I.3	Time, sequence, and	words	Waves, Mountains, And/Or Trade	
	cause and effect		Books)	
		d-Provide a	-guided reading	
		sense of		
C.C.3.R.I.5	Text features and search	closure	-read aloud	
	tools			
		Produce first	-spelling lists	
C.C.3.R.I.6	Point of view of the	draft writing		
	author			
		Develop and		
C.C.3.R.I.7	Information from	strengthen		-Basal
	illustrations and text	stages of		Assessments
		planning,		
C.C.3.R.I.8		revising, and	*****	-Fountas and
	Sentences and paragraphs	editing	Writing Strategies:	Pinnell
	in a text		6 Traits of Writing:	01 4:
C.C.3.R.I.9	Important points or 11	IIaa	-Ideas	-Observation
C.C.3.R.I.9	Important points and key	Use	-Organization	Washir Casilin
	details in two texts	technology and	-Voice -Word Choice	-Weekly Spelling Tests
C.C.3.R.I.10		and	- word Choice	Tests

		Informational and	collaboration	-Sentence Fluency	
		technical texts	with peers to	-Sentence Pidency -Conventions	-Bi-Monthly
		technical texts	-	-Conventions	
			produce and		Vocabulary Tests
READI			publish	-utilize basal selections (The Journey,	
	OARDS FOR			Oliver K. Woodman, Dog of the Sea	-Reading Journal
	DATIONAL		Conduct a	Waves, Mountains, And/Or Trade	
SKILLS	S		short research	Books)	
C.C.3.R	F 3 a		projects		
C.C.J.K	r.J.a	a-Common prefixes and			
		derivational suffixes	Recall, gather,		
C.C.3.R	F.3.b		and take notes		
		b-Common Latin suffixes			
		b Common Latin surfixes	Write and		
C.C.3.R	.F.3.c	c-Multi-syllable words	practice		
		c-Muin-synable words	different		
C.C.3.R	E 2 d	1 Con la companieta			
C.C.J.K	г.э.u	d-Grade appropriate	writing types		
		Irregularly spelled words	and purposes		
C.C.3.R	.F.4.a				
		a-On-level texts			
	F 41				
C.C.3.R	F.4.b	b-On-level prose and			
		poetry	a-Engage		
C.C.3.R	F4c		effectively in		
0.0.5.10		c-Word recognition and	3 rd grade		
		understanding	topics and		
		6	texts		
					-Basal
					Assessments
			d-Explain		1 1000001110110
			own ideas and		-Fountas and
			understanding		Pinnell

Course/Subject:	Language Arts	CURRICULUM MAP	Grade: 3

			Б		-Observation
	RITING		Determine main idea and		-Weekly Spelling
ST	ΓANDARDS		details		Tests
C.0	.C.3.W.1.a	a-Topic or text students	Getains		10505
		are writing about			-Bi-Monthly
			Ask and		Vocabulary Tests
			answer		D 10 - 1 1
	.C.3.W.1.b	b-Opinions	questions		-Reading Journal
	.C.3. W.1.0	o-opinions			
			Report on a		
C.	.C.3.W.1.c	c-Opinions and reasons	topic, tell a		
			story, recount		
		d-Conclusions	an experience, and speak		
C.	.C.3.W.1.d	d-Conclusions	clearly		
		a-Graphic Organizers/	Create,		
C.0	.C.3.W.2.a	webs	demonstrate		
			fluid reading, and add visual		
		b-Topics with facts,	displays		
C.0	C.3.W.2.b	definitions, and details	displays		
		,	Speak in		
			complete		
C.0	.C.3.W.2.c	c-Ideas within categories of information	sentences for	Deading Charteries	
		of information	detail and clarification	Reading Strategies: -Summarize	
		d-Conclusions	Ciariffication	-Infer / Predict	
C.	.C.3.W.2.d			-Monitor /Clarify	
				-Analyze / Evaluate	
C.0	C.3.W.3a			-Visualize	-Basal

Course/Subject: Language Arts	CURRICULUM MAP	Grade: 3
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	a-Narrators, characters,		-Question	Assessments
	and sequence of events	a-Explain the		
	h Evenesian and avents	functions in general and	-make use of vocabulary workshop	-Fountas and Pinnell
C.C.3.W.3.b	b-Experiences and events of characters	particular	-utilize basal (The Journey, Oliver K.	Pilineli
	or characters	sentences	Woodman, Dog of the Sea Waves,	-Observation
			Mountains, And/Or Trade Books)	
C.C.3.W.3.d	d-Conclusion			-Weekly Spelling
		b-Form and	anidad aaadin a	Tests
		use	-guided reading	-Bi-Monthly
	Development and		-read aloud	Vocabulary Tests
C.C.3.W.4	Organization	c- Recognize		,
		and use	-spelling lists	-Reading Journal
C.C.3.W.5	Revision process	1.5		
C.C.3. W.3		d-Form and use		
		usc		
	Published work			
C.C.3.W.6		f-Ensure		
		accuracy		
	Knowledge about a topic			
C.C.3.W.7	Knowledge about a topic			
		i-Create and	-make use of vocabulary workshop	
C.C.3.W.8	Information from print	Produce		
C.C.3. W.6	and experiences		-utilize basal selections selections	
	Short and extended		(The Journey, Oliver K. Woodman, Dog of the Sea Waves, Mountains,	
C.C.3.W.10	routine writing	a-Capitalize	And/Or Trade Books)	
		appropriate	-guided reading	
		words in titles		-Writing Rubrics
			-read aloud	-Anecdotal

Course/Subject:	Language Arts	CURRICULUM MAP	Grade: 3
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SPEAKING AND LISTENING STANDARDS C.C.3.S.L.1.a	a-One-on-one, group, and teacher-led collaborative discussions d-Discussion of topics and ideas	e-Use conventional spelling and add suffixes to base words f-Use spelling patterns and generalization s	-spelling lists	Records -Rough Draft -Final Draft -Houghton Mifflin Practice Book
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		

Course/Subject. Language Arts Constitution of aut. 5	Course/Subject: Languas	ge Arts	CURRICULUM MAP	Grade: 3
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		meanings	
LANGUAGE STANDARDS			
C.C.3.L.1.e	e-Simple verb tenses	b-Identify real-life	
C.C.3.L.1.g	g-Comparative and superlative adjectives and	connections	
	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		

Course/Subject: Language Arts	CURRICULUM MAP	Grade: 3
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	other studied words		
			-Basal
	f Whiting would	Ask and	Assessments
C.C.3.L.2f	f-Writing words	answer	-Fountas and
		questions	Pinnell
C.C.3.L.2g	g-reference materials	referring to	
		text	-Observation
		Recount	-Weekly Spelling
C.C.3.L.3.a	a-Words and phrases for	stories, fable,	Tests
	effect	folktales,	
		myth	-Bi-Monthly
C.C.3.L.3b	b- Conventions of spoken and written standard-		Vocabulary Tests
	English	Describe and	-Reading Journal
	English	explain	Reading Journal
C.C.3.L.4.a	a-Meaning of words or		
	phrases		
		Compare and	
C.C.3.L.4.b	b-Words with affixes	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	
C.C.3.L.5.b	b-Words and their use	proficiently and	
		independently	
C.C.3.L.6	Grade-appropriate	independentry	
C.C.3.L.0			

Course/Subject:	Language Arts	CURI	RICULUM MAI	P Grade: 3	
	acc spe	onversational, general rademic, and domain recific words and mases	Refer explicitly to text to ask and answer questions Determine the meaning Describe the relationship Use to locate information		-Basal Assessments -Fountas and Pinnell -Observation -Weekly Spelling Tests -Bi-Monthly Vocabulary Tests -Reading Journal

Course/Subject: Language	Arts CURR	ICULUM MAP	Grade: 3	
		students'		
		point of view		
	1	from text		
	1	Use and		
		demonstrate		
		understanding		
		8		
		Describe		
		logical		
		connections		
		Compare and		
		contrast		
		Read and		
		comprehend		
	j	independently		
		and		
		proficiently		
		a-Identify and		
		know the		
		meaning of		
]	b-Decode		
		o Decode		

Course/Subject: Lai	nguage Arts	CURRICULUM MAP	Grade: 3
		words	
		c-Decode	
		words	
		d-Read words	
		a-Read with purpose and understanding	
		b- Read at appropriate grade and	
		with expression	
		c-Use context to confirm	
		and reread if necessary	

Course/Subject:	Language Arts	CURRICULUM MAP	Grade: 3
		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	
		1.5	
		b-Use	
		dialogues	
		descriptions	
		and	
		experiences	
		c-Use linking	
		words	
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Course/Subject: Language Arts	CURRICULUM MAP	Grade: 3
	and	
	phrase	
	s to	
	connec	
	t	
		-Basal
	d-Provide	Assessments
	concluding	
	statement or	-Observation
	section	
		-Running Records
	a-Establish,	-Weekly Spelling
	introduce, and	Tests
	organize	
		-Bi-Monthly
	b-Use	Vocabulary Tests
	dialogues	
	descriptions	-Reading Journal
	and	
	experiences	-Rubric for
		Expository
	d-Provide a	
	sense of	
	closure	
	Duo duo e Cinet	
	Produce first	
	draft writing	
	Develop and	
	strengthen	
	Suchguion	

Course/Subject:	Language Arts	CURRICULUM MAP	Grade: 3
		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	

Course/Subject:	Language Arts	CURRICULUM MA	AP Grade: 3
		effectively in 3 rd 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	

Course/Subject: Languag	ge Arts CUR	RICULUM MAF	Grade: 3	
		e-Form and		
		use		
		g-Form, use,		
		and modify		
		h-Use		
		properly		
		i-Create and		
		Produce		
		a-Capitalize		
		appropriate words in titles		

Course/Subject: L	anguage Arts	CURRICULUM MAP	Grade: 3
		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 Usa	
sentence level context	
h Datamain a	
the meaning	
c-Determine the meaning	
d- Use to clarify key words and phrases	
b-Identify real-life connections	
Acquire and use accurately	
	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

Course/Subject: Language Arts	S CURRICULUM MAP	Grade: 3	
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Course/Subject:	Language Arts	s CUR	RICULUM MAI	P Grade: 3	
					-Basal
					Assessments
					-Observation
					-Running Records
					-Weekly Spelling Tests
					-Bi-Monthly Vocabulary Tests
					-Reading Journal
					-Rubric for Expository Writing

Course/Subject: Language Arts	S CURRICULUM MAP	Grade: 3	
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Course/Subject: Language Arts	S CURRICULUM MAP	Grade: 3	
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Course/Subject: Language Arts	S CURRICULUM MAP	Grade: 3	
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Course/Subject: Language Arts CURRICULUM MAP Grade: 3