

## CURRICULUM MAP LANGUAGE ARTS GRADE 3

August/September	October	November
<p><b>Phonemic Awareness, Word Recognition and Fluency</b></p> <ol style="list-style-type: none"> <li>1. Identify rhyming words with the same or different spelling patterns.</li> <li>2. Use letter-sound knowledge and structural analysis to decode words.</li> <li>3. Use knowledge of common word families (e.g., ite or –ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.</li> <li>4. Demonstrate a growing stock of sight words.</li> <li>5. Read text using fluid and automatic decoding skills.</li> <li>6. <i>Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.</i></li> </ol> <p><b>Acquisition of Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.</li> <li>4. Read accurately high-frequency sight words.</li> <li>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</li> </ol> <p><b>Reading Applications: Information, Technical and Persuasive Text</b></p> <ol style="list-style-type: none"> <li>1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.</li> </ol> <p><b>Reading Applications: Literary Text</b></p> <ol style="list-style-type: none"> <li>2. Use concrete details from the text to describe characters and setting.</li> </ol> <p><b>Writing Conventions</b></p> <ol style="list-style-type: none"> <li>8. Use end punctuation marks correctly.</li> <li>10. Use correct capitalization.</li> </ol>	<p><b>Acquisition of Vocabulary</b></p> <ol style="list-style-type: none"> <li>3. <i>Apply the meaning of the terms synonyms and antonyms.</i></li> <li>5. <i>Apply knowledge of individual words in unknown compound words to determine their meanings.</i></li> <li>8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.</li> </ol> <p><b>Writing Applications</b></p> <ol style="list-style-type: none"> <li>5. <i>Produce informal writings (e.g., messages, journals, note and poems) for various purposes.</i></li> </ol> <p><b>Writing Conventions</b></p> <ol style="list-style-type: none"> <li>3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.</li> <li>6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to I).</li> <li>7. Use resources to check spelling (e.g., dictionary, spell check).</li> <li>11. <i>Use nouns, verbs and adjectives correctly.</i></li> <li>12. Use subjects and verbs that are in agreement.</li> <li>14. <i>Use nouns and pronouns that are in agreement.</i></li> <li>17. Use conjunctions.</li> </ol> <p><b>Communication: Oral and Visual</b></p> <ol style="list-style-type: none"> <li>1. Ask questions for clarification and explanation, and respond to others' ideas.</li> </ol>	<p><b>Acquisition of Vocabulary</b></p> <ol style="list-style-type: none"> <li>7. Apply knowledge of prefixes, including un-, pre- and suffixes, including –er, -est, -ful and –less to determine meaning of words.</li> </ol> <p><b>Reading Applications: Information, Technical and Persuasive Text</b></p> <ol style="list-style-type: none"> <li>5. Analyze a set of directions for proper sequencing, clarity and completeness.</li> </ol> <p><b>Writing Conventions</b></p> <ol style="list-style-type: none"> <li>5. Use correct spelling of words with common suffixes such as –ion, -ment and –ly.</li> </ol>

*Power Indicators are in italics.*

The following process standards are embedded within the K-3 Integrated Curriculum: Mathematical Processes, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing, Reading Process, Writing Process, Writing Conventions, Social Studies Skill and Methods.

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December	January	February	March
<p><b>Writing Applications</b> 1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.</p> <p><b>Reading Applications: Literary Text</b> 4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction. 6. Identify stated and implied themes.</p> <p><b>Reading Applications: Information, Technical and Persuasive Text</b> 4. Draw conclusions from information in maps, charts, graphs and diagrams.</p>	<p><b>Reading Applications: Literary Text</b> 5. Explain how an author's choice of words appeals to the senses. 7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).</p> <p><b>Writing Applications</b> 3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.</p> <p><b>Writing Conventions</b> 1. Write legibly in cursive, spacing letters, words and sentences appropriately.</p>	<p><b>Writing Conventions</b> 2. Spell multi-syllabic words correctly. <i>13. Use irregular plural nouns.</i> 15. Use past, present and future verb tenses. 16. Use possessive nouns and pronouns.</p> <p><b>Reading Applications: Information, Technical and Persuasive Text</b> 2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers. 3. Identify and list the important central ideas and supporting details of informational text.</p> <p><b>Acquisition of Vocabulary</b> 2. <i>Use context clues to determine the meaning of homophones, homonyms and homographs.</i></p>	<p><b>Writing Applications</b> 2. Write responses to novels stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.</p> <p><b>Writing Conventions</b> 4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly. 9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.</p> <p><b>Reading Applications: Literary Text</b> 1. Recognize and describe similarities and differences of plot across literary works. 3. <i>Retell and or summarize the plot sequence.</i></p> <p><b>Acquisition of Vocabulary</b> 6. <i>Use knowledge of contractions and common abbreviations to identify whole words.</i></p>

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April	May
<p><b>Writing Applications</b></p> <p>4. Write informational reports that include the main ideas and significant details from the text.</p> <p><b>Research</b></p> <p>1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.</p> <p>2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).</p> <p>3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</p> <p>4. Identify important information found in the sources and summarize the important findings.</p> <p>5. Sort relevant information into categories about the topic.</p> <p>6. Understand the importance of citing sources.</p> <p>7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.</p>	<p><b>Communication: Oral and Visual</b></p> <p>2. Identify the main idea, supporting details and purpose of oral presentations and visual media.</p> <p>3. Identify the difference between facts and opinions in presentations and visual media.</p> <p>4. Demonstrate an understanding of the rules of the English language</p> <p>5. Select language appropriate to purpose and audience.</p> <p>6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.</p> <p>7. Adjust speaking content according to the needs of the audience.</p> <p>8. Deliver informational presentations that:</p> <ol style="list-style-type: none"> <li>a. present events or ideas in logical sequence and maintain a clear focus.</li> <li>b. demonstrate an understanding of the topic;</li> <li>c. include relevant facts and details from multiple sources to develop topic;</li> <li>d. organize information, including a clear introduction, body and conclusion;</li> <li>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>f. identify sources.</li> </ol> <p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>

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**CURRICULUM MAP**  
**Language Arts**  
**Grade 3**

**Embedded throughout the curriculum are the following:**

***Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies***

1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
3. Compare and contrast information between texts and across subject areas.
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.
5. Make inferences regarding events and possible outcomes from information in text.
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
7. *Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.*
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

***Writing Process:***

1. *Generate writing ideas through discussions with others and from printed material.*
2. *Develop a clear main idea for writing.*
3. *Develop a purpose and audience for writing.*
4. *Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.*
5. *Organize writing by providing a simple introduction, body and a clear sense of closure.*
6. *Use a wide range of simple, compound and complex sentences.*
7. *Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.*
8. *Use language for writing that is different from oral language, mimicking writing style of books when appropriate.*
9. *Use available technology to compose text.*
10. *Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).*
11. *Add descriptive words and details and delete extraneous information.*
12. *Rearrange words, sentences and paragraphs to clarify meaning.*
13. *Use resources and reference materials, including dictionaries, to select more effective vocabulary.*
14. *Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.*
15. *Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.*
16. *Rewrite and illustrate writing samples for display and for sharing with others.*

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