

**Third Grade Reading/Language/Grammar Curriculum Maps**  
**2013-2014**

**Fables/Folktales/Myths**

**1<sup>st</sup> Nine Weeks**

Reading and Writing Goals for the 1<sup>st</sup> Nine Weeks:

Writing:

W.3.1 Write opinion piece on topics or texts, supporting a point of view with reasons.

Introduce topic, state opinion; create organizational structure that lists reasons.

Support reasons for opinion.

Linking words/phrases (ex. Because, therefore) to connect opinion and reasons.

Provide a concluding statement.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 Strengthen writing as needed by planning, revising, and editing.

W.3.6 Use technology to produce and publish writing.

Reading:

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RF.3.4 (Fluency) Read with sufficient accuracy and fluency to support comprehension.

Read on level text with purpose and understanding.

Context clues, self correction, rereading as necessary.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text. (ex. Compare/contrast, cause/effect, sequence)

## **Week 1**

\*Aesop's Fables (internet and library resources-Ant and the Grasshopper- p.175 Reading Street Series)

\*Identify central message, lesson or moral, key details that convey lesson, point of view

\*Grammar-Nouns

\*Writing-Identifying and writing complete sentences. (Super Sentences)

\*Write complete sentences stating opinions using linking words like because, therefore, since (connect opinions with reasons/support)

\*Utilize resources for opinion pieces (newspaper)

\*Spelling-Adding -ed,-ing,-er,-est (Alexander)

\*Vocabulary-Determine and clarify the meaning of unknown words from a range of strategies (ex. Context clues, roots, suffixes, tools such as dictionary or glossaries)

## **Week 2**

Fables

\*Tops and Bottoms and read The Hare and the Tortoise p.248 Reading Street

\*Various Fables

\*Grammar-Regular and Irregular Plural Nouns, form and use reg. and irregular plural nouns

\*Writing-Identifying and writing complete sentences. (Super Sentences)

\*Spelling-Plurals –words with spl, thr, squ, str

\*Vocabulary-Determine and clarify the meaning of unknown words from a range of strategies (ex. Context clues, roots, suffixes, tools such as dictionary or glossaries)

## **Week 3**

\*Fables-What About Me?

\*Various Fables

\*Grammar-Abstract Nouns (ex. Childhood)

\*Writing-State opinion topic/topic sentence, Introduction, create organizational structure (graphic organizer) to list reasons to develop paragraph

\*Spelling- -s, -es

\*Vocabulary-Determine and clarify the meaning of unknown words from a range of strategies (ex. Context clues, roots, suffixes, tools such as dictionary or glossaries)

#### Week 4

\*Myths

\*Read Aloud or copy p. 3041 “Greek Mythology” from teacher edition (Myth opener/grab students attention) Read various myths

\*Catch It and Run p.322

\*Grammar-Introduce verbs, form and use simple verb tenses

\*Writing-State opinion, Identify topic/topic sentence/main idea/supporting details, Introduction, create organizational structure (graphic organizer) to list reasons to develop paragraph

\*Spelling-Long Vowel Digraphs (If You Made a Million)

\*Vocabulary-Determine and clarify the meaning of unknown words from a range of strategies (ex. Context clues, roots, suffixes, tools such as dictionary or glossaries)

#### Week 5

\*Folktales

\*Reader’s Theatre-Find folktales in reader theatre format ex. The Boy Who Cried Wolf

\*Grammar-Introduce Pronouns

\* Writing- Identify and write topic/topic sentence, Introduction, create organizational structure (graphic organizer) to list reasons to develop paragraph, **providing concluding statement or section**

\*Spelling-Vowel sounds in out and toy (My Rows and Piles of Coins)

\*Vocabulary-Determine and clarify the meaning of unknown words from a range of strategies (ex. Context clues, roots, suffixes, tools such as dictionary or glossaries)

### **Week 6**

\*Folktales

\*Pushing Up the Sky (Play)

\*Grammar-Basic Grammar review-Nouns, verbs, pronouns

\*Writing- Paragraph Development

\*Spelling-Syllable Pattern- Prefixes un-, re-, mis-, dis

\*Vocabulary-Determine and clarify the meaning of unknown words from a range of strategies (ex. Context clues, roots, suffixes, tools such as dictionary or glossaries)

### **Week 7 and 8**

\*Author Study (Compare 2 texts by same author)

\*Write opinion paragraph-revise, edit and publish

\*Spelling-Words ending in -le (A Day's Work)

### **Week of Oct. 15 -Oct. 19 (Week 9)**

9 week review, Benchmark Assessment, final draft-portfolio piece (opinion piece/paragraph writing)