

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

**Cultures (Informational Text-Fiction and Non-Fiction)**

**2<sup>nd</sup> Nine Weeks**

**\*Reading/Writing Goals for the 2<sup>nd</sup> Nine Weeks:**

**W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

**Establish situation/organize an event sequence that unfolds naturally.**

**Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.**

**Temporal words/phrases to signal sequence.**

**Closure**

**W.3.4 Produce writing-development and organization are appropriate to task and purpose.**

**W.3.5 Planning, revising, editing**

**W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

**Reading: Poetry, Play, Stories, Myths, Folktales**

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

**RL.3.2** Recount stories, including fables, folktales and myths from diverse cultures; determine central message, lesson or moral and explain how it is conveyed through key details in the text.

**RL.3.3** Describe characters in a story (their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.5** Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.

**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (ex. Mood, emphasize aspects of a character or setting)

**RI.3.5** Use text features and search tools (ex. Key words, sidebars, hyperlinks) to locate information relevant to a given topic.

**RI.3.7** Use information gained from illustrations (ex. Maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur)

**RF.3.4** Read on-level prose and poetry orally with accuracy, appropriate rate, expression.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (career week)

**SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## **Week 1**

\*Suki's Kimono (Reading Series)

\*Grammar-Subject-verb and pronoun antecedent agreement

\*Writer's Toolbox – Descriptive Writing (Packet) Specific topic, Sensory details

\*Spelling-Syllable Pattern CVVC and CVV

## **Week 2**

\*How My Family Lives in America (Reading Series)

\*Teach basic writing skills based on student needs (Capitalization, punctuation, commas, quotation marks in dialogue, correct spelling, etc.), Writer's Toolbox – Descriptive Writing (Packet) Sensory details, Sequencing, Paragraph writing

\*Grammar-form and use comparative and superlatives adjectives and adverbs

\*Spelling-Homophones

## **Week 3**

\*Goodbye, 382 Shin Dang Dong (Reading Series)

\*Grammar-(Language)-Use sentence-level context as a clue to determine meaning of unknown word or phrase

\*Writing-Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias

\*Spelling-Vowel Sounds in ball

## **Week 4**

Geography/Researching Cultures (Library, Mobile Lab)

\*Grammar- Coordinating and subordinating conjunctions

\*Writing- produce simple, compound, and complex sentences, Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias, narrative rough draft

## **Week 5**

\*Jalapeno Bagels (Reading Series)

\*Grammar-(Language) Determine meaning of new words formed when an affix is added to known word (ex. Agreeable, careless)

\*Writing-Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias, Personal Narrative Revising and Editing

\*Spelling-More Vowel Sounds in ball

## **Week 6**

\*Reader's Theatre (Culture based)

\*Writing-Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias, Final Draft of Personal Narrative

## **Week of Nov. 26 – Nov. 30 (Week 7)**

\*Me and Uncle Romie (Reading Series)

\*Grammar-(Language) Use root word as clue to meaning of unknown word (ex. Company, companion) and demonstrate understanding of word relationships and nuances in words (meaning, feeling or tone)

\*Writing-Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias

\*Spelling-Suffixes –y, -ish, -hood, -ment

### **Week 8**

\*Grammar-Semester Review

\*Spelling–Compound Words (Prudy's Problem)

\*Writing-Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias

### **Week 9**

\*Poetry (throughout Basil and other resources)

\*Writing-Writer's Toolbox – Figurative Language Skills – Alliterations, Similes, Idioms, Hyperboles, Onomatopoeias

\*Benchmark Assessments

\*Short Answer/M.C.

\*Reading Skills Review