Rockford Public Schools 3rd Grade Curriculum Map

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June

Units of Study for
• **Reading Literature**
• **Reading Informational Text**
• **Language**
• **Speaking and Listening**
• **Foundational Skills**
	Launching Reader's Workshop	The Landscape of Michigan
		
		The Day the Great Lakes Drained Away
		Great Lakes Rhythm & Rhyme
		Morning on the Lake
		Mackinac Bridge: The Story of the Five Mile Poem
		Portraits of the States: Michigan
		The Autobiography of Bill Peet
		Portraits of the States: Michigan
		Michigan Past and Present
		The Great Lakes
		Michigan the Great Lakes State
		Michigan
		
		The Mystery on the Great Lakes by Carole Marsh (Read Aloud)
		Paddle to the Sea by Holling C. Holling (Read Aloud)
				Stories Worth Telling Again and Again
				
				Legend of the Lady Slipper
				How to Tell a Folktale
				Tricky Coyote Tales
				Anansi and the Book of Stories
				How to Write a Folktale
				S is for Story: A Writer's Alphabet
				Come On, Rain by Karen Hesse
						The People, The Pioneers and the Past
						
						Janie Lynn Panagopoulos Dream-Quest Adventures:
						  Traders in Time
						Great Lakes Rhythm and Rhyme- A book of Michigan Poems
						Log Cabin Quilt
						Voyager's Paddle
						Skysister
						The Birchbark House
						Charlotte Avery on Isle Royale
						And Still the Turtle Watched
						Professor Tuesday
						Morning on the Lake
						Skysister
						The Birchbark House
						Charlotte Avery on Isle Royale
						And Still the Turtle Watched
						A Pioneer Sampler: The Daily Life of a Pioneer Family in 1884
						Nations of the Western Great Lakes
						Life in an Anishinabe Camp
						Brothers at Bat: The True Story of an Amazing All Brother Baseball Team
								Michigan Government
								
								Government Services
								What is Government?
								Goveror
								What Are Your Basic Rights?
								Why Are Elections Important
								Why Do We Have Laws?
								How Do We Elect Our Leaders?
								What Are Citizens Basic Rights?
								Community Rules
								  It's the Law
								House Mouse, Senate Mouse
									Animal Inquiry
									
									Owls
									Porcupines
									Wolverines
									Wolves
									NGK: Wolves
									Skunks
									How do Animals Adapt?
									How do Animals Find Food?
									Stay: The True Story of 10 Dogs
									Animals Nobody Loves
									Sooper Yooper	

Literacy Assessments • DIBELS: DORF and Daze • Fountas and Pinnell (FP) • Word Study (WS)	DIBELS F&P Benchmark Vanessa's Buttefly L.N WS Feature Inventory Form A			DIBELS F&P Benchmark The New Girl L.O WS Feature Inventory Form B					DIBELS F&P Benchmark Plenty of Pets L.P WS Feature Inventory Form B	
Writing: Lucy Calkins	**Unit 1:** Bend 1 Crafting True Stories	**Unit 1:** Bend 2 & 4 Crafting True Stories	**Unit 3:** Bend 1 & 2 Changing the World: Persuasive Speeches, Petitions, and Editorials	**Unit 3:** Bend 3 & 4 Changing the World: Persuasive Speeches, Petitions, and Editorials	**Unit 4:** Bend 1 & 2 Once Upon a Time: Adapting and Writing Fairy Tales	**Unit 2:** The Art of Informational Writing				
Writing: District Assessments	Informational pretest given during the first week of school	Opinion pretest given before unit 3 begins Post tests are given after each unit								

	Narrative pretest given during the first month of school					
Math	See District Pacing Guidelines for Everyday Math text					
Science	See Kit Rotation					
Social Studies	Time For Kids / District Adopted Social Studies Textbook					

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Rockford Public Schools K-5 Curriculum Map

Grade: 3 English Language Arts

Unit 1 Overview: Launching Reader's Workshop

September is a key month for establishing routines and expectations for the reading and writing workshop as well as a classroom environment that encourages learning and collaboration. Students will learn about the keys to comprehension through reading narrative and informational books. This unit is designed to be a time of getting to know readers and setting up expectations for a successful workshop. Students learn how to select "good fit" books and build their stamina as readers. They will also revisit word-solving and fluency strategies and begin to learn the importance of self-monitoring for understanding.

Essential Question: How does the school community support the routines of reading and writing workshops?

	Reading Component/ Key Ideas — What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Focus Standards: Student Objectives — What do students have to be able to do? (Standard Code: Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities — What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works — What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment — What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	**Academic Vocabulary**			**Instruction**	**Differentiation**		
September	Reading Literature	Questioning Connections Visualize Theme Summarize	**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 3.1	Mini lessons on choosing good fit books, voracious reading, and building stamina

Creations of a T-chart for Read to Self

Mini lesson on questioning, visualizing, and thick/thin connections | Good fit books Small group conferring | Daily Five CAFÉ *Interactive Read Aloud* Make Connections and Connect to Experiences of Others

Connections: *The Name Jar* by Yangsook Choi Visualization: *Jam and Jelly* by Gloria Whelen | Reading conferences, conferring notebook/pensieve |
| | Reading Informational Text | Text Features, Headings, Bold Text, Captions | **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 3.7** Use the information gained from illustrations (maps, photos) and the words in a text to demonstrate understanding of the text (where, when, why, how key events occurred) | RI 3.1 RI 3.7 | Use TFK text feature hunt, (headings, bold, captions) | Good fit books National Geographic Explorer Pioneer edition, Time For Kids (use copies from 2nd grade) | Read aloud books Time For Kids Comprehension Toolkit- Books 1 and 2 National Geographic Explorer | Teacher observation |
| | Foundational Skills | Cross checking Expression Just right books Good fit books Syllables Root/Base Word Phrasing, Inflection Fluency Voracious reading | **RF 3.3** Know and apply grade-level phonics and word analysis skills in decoding words **RF 3.4** Read with sufficient accuracy and fluency to support comprehension. **RF3.4(c):** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.3.3. RF 3.4 RF 3.4(c) | Launch word study groups Launch Reading Workshop and Strategy instruction | Students grouped based on inventories

Fry's Fluency Phrases | Word Journeys Dolch word list Word Walls CAFÉ Daily 5 | Fountas & Pinnell: Vanessa's Butterfly. *Students must be taken to instructional level.

Word Journeys: Screening and Feature Inventories Form A

DIBELS |

Speaking and Listening	Main Idea Supporting Details Rules for Group Discussion	**SL 3.1** Engage effectively in a range of collaborative discussions (one on one, group, teacher led) with diverse partners on grade 3 topics and texts. **SL 3.2** Determine main idea and supporting details of text read aloud or information presented in diverse media formats. **SL 3.3** Ask and answer questions about information from a speaker offering appropriate detail.	SL 3.1 SL 3.2 SL 3.3	Create T charts to outline expected behaviors for Daily 5 activities Read Aloud Notebooks Sensory Images Key 1	National Geographic Explorer Pioneer edition, Time For Kids (use copies from 2nd grade)	Teacher Read Aloud Books Time For Kids National Geographic Explorer Magazines (NGE) Daily 5/CAFÉ *7 Keys to Comprehension* by Susan Zimmerman	Teacher observation
Language	Turn and Talk	L 3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	L 3.6	Word Study Turn and Talk Read Aloud	N/A		Teacher observation Writing Rubric
Writing	Notebook Writers Stamina Anchor Chart	W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort into provided categories. W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.5 W.3.8 W.3.10	Lucy Calkins Unit 1: Bend 1 Crafting True Stories		Writer's Notebooks Anchor Charts *Notebook Connections* by Aimee Buckner	

Rockford Public Schools K-5 Curriculum Map
Grade: 3 English Language Arts

Unit 2 Overview: The Landscape of Michigan

Michigan's landscape has many unique features, including natural and human characteristics. In this unit, students will read a variety of texts focusing on Michigan, its geography and the Great Lakes. In order to read and understand these texts, teachers will model how to monitor their own comprehension, ask questions and how to think about new information using exemplar texts on a variety of topics.   Students will study the themes or patterns across several stories and poems about the landscape of Michigan and demonstrate how they link these stories or poems together. Students will make comparisons using fiction and non-fiction texts.

Essential Question: How does reading a variety of fiction and non-fiction texts influence your thinking about our state's landscape?

	Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
October/November	Reading Component	Academic Vocabulary			Instruction	Differentiation		

Reading Literature	Text evidence Thick question Thin question Stanza Compare Contrast Theme Setting Plot Character Traits Point of View	**RL.3.1**: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL 3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters. **RL 3.9** Compare/Contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	RL 3.1 RL 3.5 RL 3.9	Daily 5/CAFE Thick and thin questions *Mackinaw Bridge: The Story of the Five Mile Poem* by Gloria Whelen (RL 3.6) Chart perspectives of each character **Compare and Contrast 2 poems or books by the same author using Venn Diagram Examples: Bill Peet- *The Spooky Tail of Prewitt Peacock How Droofus the Dragon Lost His Head Cock-A-Doodle Dudley*	Good fit books What do you think is the main idea of each poem? Cite evidence from the poem, by stanza and line that hints at the meaning. • How are these poems similar? How are they different? • Which of the poems do you think is the best? Why?	Exemplary Texts: *The Day the Great Lakes Drained Away Great Lakes Rhythm & Rhyme Morning on the Lake Mackinac Bridge: The Story of the Five Mile Poem Portraits of the States: Michigan The Autobiography of Bill Peet* Books by Bill Peet (see school library) *The Mystery on the Great Lakes* by Carole Marsh (Read Aloud) *Paddle to the Sea* by Holling C. Holling (Read Aloud) *Seven Keys to Comprehension* by Susan Zimmerman Chapter 4 *Comprehension Connections* by Tanny McGregor Questioning activity Q food in *Comprehension Connections*	Reading conferences F&P for Tier II only

Reading Informational Text	Text features
	  Captions
	  Labels
	  Illustrations
	  Photographs
	  Glossary
	  Headings
	  Index
	QAR: Right there, think and search, author and you, on your own.
		RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
		
		RI.3.7: Use information gained from illustrations (e.g., maps [and] photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
			RI 3.2
			RI 3.7
				Comprehension Toolkit Continue books 2 and 3
				
				Gather information on the Great Lakes *see writing
				
				Unit 1 in Social Studies: Geography of Michigan
					Use the word keeper strategy from the comprehension toolkit to compile a Michigan academic vocabulary wall.	Exemplary Texts:
						*Portraits of the States: Michigan
						Michigan Past and Present
						The Great Lakes
						Michigan the Great Lakes State
						Michigan*
							Teacher observation

Foundational Skills	Rate Expression Fluency	RF 3.4(b): Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF 3.4b	Instruction on word study Minilessons on accuracy	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Words Their Way CAFÉ / Daily Five *Great Lakes Rhythm and Rhyme*	Screening / feature inventories

October/Nobember	Speaking and Listening	Turn and Talk Oral Retelling	**SL.3.1**: Engage effectively in a range or collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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. SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.3.1 SL.3.4 SL.3.6	Daily 5/CAFÉ Read Aloud/Turn and Talk Great Lakes commercial/project (brochure, placemat, etc) based on opinion of best Great Lake			Conferring
	Language	Noun Pronoun Verb Adjective Adverb	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3(a) Choose words and phrases for effect.	L 3.1 L.3.1(a) L 3.2 L 3.3 L 3.3(a)	Whole group mini-lesson identifying parts of speech using Great Lakes Poetry book. Build interesting sentences about the Great Lakes using nouns, pronouns, verbs, adjectives, and adverbs. Writing Diner Lessons 29, 30, 31, 32 and 33		*Great Lakes Rhythm and Rhyme* by Denise Rodgers Writing Diner	
October/November	Writing	Quotation marks Point of View Sequencing Opinion Persuade	W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences..	W 3.1 W 3.3 W.3.5 W.3.10	Lucy Calkins Unit 3: Persuasive Speeches, Petitions, and Editorials (Bend 1 and 2) *Write opinion piece on which Great Lake you think is the best and why. Lucy Calkins Unit 1: Bends 2 and 4 Crafting True Stories	Persuasive Speech: Create a commercial to convince your audience that your Great Lake is the best place to visit.	Lucy Calkins Unit 3 and Unit 1 Powerpoint Prezzi Writing Diner	Opinion Writing Rubric

Rockford Public Schools K-5 Curriculum Map
Grade: 3 English Language Arts

Unit 3 Overview: Stories Worth Telling Again and Again

Students will read Michigan Legends as well as fables, folktales, and myths from diverse cultures. By revisiting and retelling these tales, student will determine the central message, lesson or moral using evidence from the text and also learn how to stop, think, and react to the text. Using *Legend of the Lady Slipper*, students will describe and explain how a character's traits, motivations and feelings contribute to the sequence of events.

Essential Question: How do we hand stories down to the next generation?

Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
Reading Component	**Academic Vocabulary**			**Instruction**	**Differentiation**		
Reading Literature	Character Traits (Physical vs. Character) Theme Moral/lesson Character Motivation Fable Folktale Legend Profundity	**RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the 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 (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **RL.3.4:** Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL 3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting.)	RL 3.2 RL 3.3 RL.3.4 RL 3.7	Daily 5/CAFE Read a variety of fables/folktales/ legends Mini lesson on character Traits i.e. Physical vs Character traits (Anansi and Miss Nelson Anthology A)	Interactive Read Aloud by Linda Hoyt *Fables* by Arnold Lobel Profundity Handout ** *Legend of Michigan* by Kathy Jo Wargin and other Michigan legends Interactive Read Aloud : *Mufaro's Beautiful Daughters* by John Steptoe	Exemplary Texts: *Legend of the Lady Slipper* *How to Tell a Folktale* *Tricky Coyote Tales* *Anansi and the Book of Stories*	Reading conferences
Reading Informational Text				Daily 5/CAFE		Conferring	Teacher observation

(left margin label: December/January)

December/January	Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression	RF 3.4 Read with sufficient accuracy and fluency to support comprehension.	RF 3.4	Instruction on word study Minilessons on accuracy	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Words Their Way CAFÉ / Daily Five	Fountas & Pinnell: <u>The New Girl</u> . Level O *Students must be taken to instructional level. Word Journeys: Screening and Feature Inventories Form B DIBELS
	Speaking and Listening	Thick question Thin question Turn and talk	**SL.3.1**: Engage effectively in a range or collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **SL.3.1(c)**: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL 3.1 SL 3.1(c)	**Mini Lessons on thick and thin questions using Michigan Legends Turn and talk Read Aloud Notebooks		Daily Five/ CAFÉ *Interactive Read Aloud* by Linda Hoyt Michigan Legends by Kathy Jo Wargin	Teacher observation
	Language	Noun Pronoun Verb Figurative Language	**L.3.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1(a)**: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 3.5: Demonstrate understanding of figurative language, word	L.3.1 L. 3.1(a) L 3.2 L 3.5	Writing Diner Lessons: 29: Exact Nouns 32: Great Verbs Word Journeys: discussion during word walk about parts of speech		Writing Diner Ruth Heller books: parts of speech Word Journeys	Teacher observation Writing rubric

| Writing | Storytelling Leads Sequencing Dialogue Elaboration | W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | W 3.1
W.3.5
W.3.8
W.3.10 | December:
Lucy Calkins:
Unit 3: Bends 3 and 4
Changing the World: Persuasive Speeches, Petitions,a nd Editorials

January:
Lucy Calkins
Unit 4: Bends 1 and 2
Once Upon a Time: Adapting and Writing Fairy Tales | | Lucy Calkins Units 3 and 4

Exemplary Texts
How to Write a Folktale
S is for Story: A Writer's Alphabet
Come On, Rain by Karen Hesse | Presentation of Persuasive Writing |

Rockford Public Schools K-5 Curriculum Map
Grade: 3 English Language Arts

Unit 4 Overview: The People, The Pioneers, and The Past

The influence of the people in Michigan's history has been immeasurable.   Students will read a variety of genres about these people who contributed to Michigan in such ways. They will read about the lives of Native American tribes and the pioneers who moved here to start a new life. Students will learn about the elements of the craft of writing on a certain topic and think carefully about the choices an author makes to convey their meaning to others. Students will describe how a person's actions and character traits contribute to their life story. In order to read and understand these texts, teachers will use a variety of exemplar texts to model the strategies of determining importance, connecting new information to known information and how to clear up misconceptions. Students will write and perform an I'm Talking Michigan poem.

Essential Question: How does the language and word choice an author uses affect our understanding of how the past impacts our life today?

	Reading Component/ Key Ideas		Student Objectives	Focus Standards	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
	What reading components are being covered and what is the important vocabulary? What do students need to know? *(Reading Component)*		What do students have to be able to do? *(Common Core Student Objective Language)*	*(Standard Code)*	What activities are used to develop the skills and knowledge? *(Units of Study)*		What materials, texts, videos, internet, software, or human resources support instruction? *(Rockford Resources)*	What evidence (product or performance) is collected to determine that the students have met the reading objective? *(RPS Literacy Assessment Charts)*
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
February/March	Reading Literature	Sequencing Character Traits Theme Chapter Scene Stanza Compare/ Contrast	**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 3.3** Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **RL 3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections	RL 3.1 RL 3.3 RL 3.5	Daily 5/CAFÉ Unit 3 & 4 in Social Studies Binder Exemplary Texts: *Professor Tuesday Morning on the Lake* *Skysister* *The Birchbark House* *Charlotte Avery on Isle Royale* *And Still the Turtle Watched* *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1884* *Nations of the Western Great Lakes* *Life in an Anishinabe Camp* *Brothers at Bat: The True Story of an Amazing All Brother Baseball Team*	Using the key of determining importance (Key 5) have students summarize each chapter of a Janie Lynn Panagopoulos book and show how each part builds on earlier sections	Exemplary Texts Janie Lynn Panagopoulos Dream- Quest Adventures: *Traders in Time* *Great Lakes Rhythm and Rhyme- A book of Michigan Poems* *Log Cabin Quilt* *Voyager's Paddle* *Skysister* *The Birchbark House* *Charlotte Avery on Isle Royale* *And Still the Turtle Watched* *7 Keys to Comprehension* by Susan Zimmermann *Comprehension Connections* by Tanny McGregor	Conferring

February/March	Reading Informational Text	Cause/Effect Time Line Comparison Sequence	**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence).	RI 3.3 RI 3.4 RI 3.8	** Expository Text on *French Arrive in Michigan* with QAR questions Identify the text structures in RI 3.8 used by the author in a nonfiction text. Comprehension Toolkit: Books 4 & 5	**Edmund Fitzgerald the Song of the Bell* by Kathy Jo Wargin Synthesizing Lesson: Key 6 Use the word keeper strategy from the comprehension toolkit to compile a Michigan academic vocabulary wall.	Exemplary Texts *Nations of the Western Great Lakes* *Nations of the Eastern Great Lakes* *We'll Race You, Henry Ford* *Life in an Anishinabe Camp* *Michigan Past and Present* *Henry Ford (6 pack)* *Life During the Gold Rush* *Life as a Pioneer* *Henry Ford *6 pack* Social Studies Binders – History and Growth *Mitten Magazine*	Teacher observation
	Foundational Skills	Syllables Root/base word Phrasing Inflection Expression Just right books Good fit books Fluency Voracious reading	**RF 3.3** Know and apply grade-level phonics and word analysis skills in decoding words **RF 3.4** Read with sufficient accuracy and fluency to support comprehension.	RF.3.3 RF 3.4	Instruction on word study Minilessons on accuracy Choral Reading Poetry Read to Someone	Word Walks Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Dolch word list Word Walls CAFÉ Daily 5	Weekly Word Study Assessments Screening / feature inventories: Form B
	Speaking and Listening		**SL 3.1** Engage effectively in a range of collaborative discussions (one on one, group, teacher led) with diverse partners on grade 3 topics and texts. **SL.3.5**: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details	SL 3.1 SL 3.5	Teacher Read Aloud Read to Someone Readers Notebooks	Make a recording of an informational story or poem using Live Scribe pens or QR codes. Then create an illustration for playback. *See Writing	Daily 5 CAFE	Present an informational story or poem about an event, person, or group of people from Michigan's history and the effect or contribution to our state. *See Writing
	Language		**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. **L.3.4(d):** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L 3.4 L.3.4(d)	Social Studies vocabulary cards Word Journeys word walk		Word Journeys Michigan Textbook Social Studies Binder Unit Vocabulary Cards Janie Lynn Panagopoulos Dream- Quest Adventures *I'm a Michigan Kid*	Teacher observation

	Writing	Description Cause/Effect Problem/ Solution	**W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** **W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.** **W.3.6: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.**	W.3.2 W.3.4 W.3.6	Lucy Calkins Unit 2: The Art of Information Writing Create an informational story or poem about an event, person, or group of people from Michigan's history and the effect or contribution to our state.			Information Writing Rubric

Rockford Public Schools K-5 Curriculum Map

Grade: 3 English Language Arts

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Unit 5 Overview: Michigan Government

In this unit, students will examine the purposes of government. They will also learn about the three branches of government, the roles of citizenship, and how state courts function to resolve conflict. By learning about the Michigan Constitution, students will understand the laws under which the citizens of Michigan must obey and the rights and responsibilities of Michigan citizens. Students will learn about government through a variety of informational texts.

Essential Question: Why do people need government and what impact does it have on the life of a third grader?

	Reading Component/ Key Ideas — What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives — What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities — What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works — What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment — What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	**Academic Vocabulary**			**Instruction**	**Differentiation**		
April	Reading Literature					Daily 5/CAFÉ Unit 5 in Social Studies binder: Government of Michigan	Good fit books	Exemplary Text *House Mouse, Senate Mouse* by Peter Barnes	Reading conferences FP for Tier II & III only
	Reading Informational Text	Constitution Government Legislative Executive Judicial citizenship	**RL.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.3.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI 3.1 RI 3.4 RI 3.10	See Social Studies Binder Unit 5: Government of Michigan **Role playing simulation on how a bill becomes a law	What other Michigan bills do you think should be considered?	Exemplary Texts *Government Services* *What is Government?* *Goveror* *What Are Your Basic Rights?* *Why Are Elections Important* *Why Do We Have Laws?* *How Do We Elect Our Leaders?* *What Are Citizens Basic Rights?* *Community Rules* *It's the Law*	Teacher observation PBL: Government and Me Driving Question: How does government impact the life of a 3rd grader? Students will share their information in a variety of ways. (powerpoint, prezzi, poster, etc.)

April	Foundational Skills		**RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.	RF 3.3	Instruction on word study Minilessons on accuracy	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Words Their Way CAFÉ / Daily Five		Weekly Word Study Assessments
	Speaking and Listening	Fluency Pacing Volume	**SL3.1:** Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 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.	SL 3.1 SL 3.3 SL 3.4	**Role playing simulation on how a bill becomes a law				PBL
	Language	Complex sentence Compound sentence Simple Sentence Conjunctions	**L3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3(a) Choose words and phrases for effect. L.3.4: Determine or clarify the meaning of unknown and multi-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L3.1 L 3.3 L 3.3(a) L 3.4	Writing Diner Lessons 11 -17 & 37-42 Read Aloud Notebook responses CAFÉ Word Journeys				Teacher observation

Writing	Structure Elaborate	**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.6: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **W.3.7** Conduct short research projects that build knowledge about a topic. 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. W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.2 W 3.6 W 3.7 W 3.8 W 3.10	Lucy Calkins Unit 2 The Art of Information Writing			PBL Final Product

Rockford Public Schools K-5 Curriculum Map

Grade: 3 English Language Arts

Unit 6 Overview: Animal Inquiry

Organisms must adapt to their environment in order to survive. Students will research the various ways in which animals from the Great Lakes region change and adapt to their environment.   In order to comprehend this material, teachers will model the strategies of using questions, paraphrasing, and summarizing using a variety of exemplar texts. Students will learn the purpose of text features to understand information and how to use graphic organizers to organize their own learning when researching a subject.   Students will choose an animal from the Great Lakes region and use the following categories (habitat, food chain, fun facts, adaptations, and behaviors) to present and share their learning.

Essential Question: How does using inquiry allow us to apply our knowledge of a topic?

	Reading Component/ Key Ideas — What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives — What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities — What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works — What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment — What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
May/June	Reading Literature		**RL.3.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL 3.10	Daily 5/CAFE	Good fit books		Reading conferences Fountas & Pinnell

May/June	Reading Informational Text	Adaptation Animal features Evidence Physical characteristic Habitat Predator Prey survival	**RL.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. RI 3.5 Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently. TI. 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **RI.3.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI 3.1 RI 3.4 RI 3.5 RI 3.9 RI 3.10	Using information from the science unit Organisms, students will have background knowledge on the terms habitat, food chain, physical characteristics and adaptations. Compare/contrast important detsils on same animal Comprehension Toolkit Unit 6	Present your PBL in a variety of ways.	Exemplary Texts *Owls* *Porcupines* *Wolverines* *Wolves* *NGK: Wolves* *Skunks* *How do Animals Adapt?* *How do Animals Find Food?* *Stay: The True Story of 10 Dogs* *Animals Nobody Loves*	Teacher observation PBL: After writing your Michigan animal research paper, choose from a list of driving questions. For example: How does a skunk adapt and survive in its environment?
	Foundational Skills		**RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3(b):** Decode words with common Latin suffixes. (-able,-ible, -ation, -fy, -ify, -ment, -ty, -ity)	RF 3.3 RF 3.3(b)	Instruction on word study Minilessons on accuracy	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students DC Level Sort 19	Word Journeys Words Their Way CAFÉ / Daily Five *Mindful of Words* by Kathy Ganske	Fountas & Pinnell: <u>Plenty of Pets</u> Level P *Students must be taken to instructional level. Word Journeys: Screening and Feature Inventories Form B: Save to the I Drive DIBELS
	Speaking and Listening	Volume Rate Collaborate	**SL3.1:** Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **SL.3.1(a):** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL 3.1 SL 3.1(a)	Partner/small group work on PBL project	PBL project will be on an invasive species of Michigan	Daily Five/ CAFÉ Exemplary Text *Sooper Yooper* by Mark Newman	PBL presentation/evaluation

Language		**L3.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.4: Determine or clarify the meaning of unknown and multi-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L3.1 L 3.4	Word Study PBL			
Writing	Text features Concluding statement Transition words	**W.3.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.7** Conduct short research projects that build knowledge about a topic. 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. W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.2 W 3.7	Lucy Calkins Unit 2: The Art of Information Writing Conduct research during class on a Michigan animal.	Use a variety of text features in published piece.		Michigan animal research project (habitat, food chain and physical characteristics)