

# CURRICULUM UNIT MAP

## 1<sup>ST</sup> QUARTER

COURSE TITLE: 3<sup>rd</sup> Grade Language Arts

GRADE: 3

| Unit Title and Objectives  | List CLTs for Each Objective  | Brief Description of Formative Assessment(s)   | End-of-Unit Benchmark or Performance Assessment   |
|--|---|--|---|
| <b>Unit:</b><br><b>WEEK 1-2—OBJECTIVES</b><br>Apply writing conventions such as capitalization and punctuation on writing tasks  | I can identify and write a question, statement, command, and excitement sentence.   | Students will complete worksheets with the various types of sentences that they will punctuate with the correct ending marks. Students will write questions, statements, exclamations, and commands and punctuate them correctly.  | Benchmark Test:<br>Punctuate the four types of sentences. Write a question, statement, command, exclamation.<br><br>Change a statement to a question.               |
|  | I can use correct punctuation for each type of sentence.  |  |   |
|  | I can construct my own sentences using the correct ending marks for each kind of sentence.  |  |   |
| <b>WEEK 3-4 - OBJECTIVES</b><br>Differentiate between common and proper nouns and correct capitalization with for each<br><br>Use and identify complete sentences in reading and writing | I can identify nouns that need a capital letter because they are names, and nouns that are not special names that don't need capital letters. | Students will take a list of twenty nouns. They will classify them in a graphic organizer as proper or common nouns.   | Benchmark Test:<br><br>Proper and common nouns:<br>Subjects and predicates:   |
|  | I can determine the subject and predicate of a sentence.  | Students will identify proper nouns within a set of sentences on a worksheet.  |   |
|  | I can identify compound subjects and compound predicates.   | After reading a sentence students will divide the sentence into a subject and predicate.<br><br>From a list of words on index cards, students will separate them into subjects and predicates.   |   |
| <b>Unit:</b><br><b>WEEK 5-7—OBJECTIVES</b><br>Add prefixes and suffixes to words to build more complex words in structure and meaning  | I can use prefixes and suffixes to build new words.   | From a word bank add the appropriate prefixes to root words. Tell how it changes the word's meaning.<br><br>Highlight prefixes on a list of words. Use manipulative (cut-up index cards) to make new words from the chunks.<br><br>Repeat assessment using suffixes instead of prefixes. | Benchmark Test:<br><br>Build new words using prefixes and suffixes from a word bank.  |
|  | I can add suffixes to words to build new words.   |  |   |
| <b>WEEK 8-9—OBJECTIVES</b><br>Write a paragraph using Power Writing format   | I will write a Power Paragraph using a 1-2-2-2-4 sequence.  | Students will identify and distinguish #1 sentences from details #2's, and identify closing statements (4's) from a list they will read. They will be expected to mark each random sentence as a (1, 2, or 4) sentence.  | Benchmark Test:<br><br>Students will write a paragraph on a given topic. They will include an opening sentence (1) three details (2's) and an ending statement (4). |

**CURRICULUM UNIT MAP**  
**2<sup>nd</sup> QUARTER**

**COURSE TITLE:** 3<sup>rd</sup> Grade Language Arts.

**GRADE:** 3

| Unit Title and Objectives  | List CLTs for Each Objective   | Brief Description of Formative Assessment(s)   | End-of-Unit Benchmark or Performance Assessment   |
|--|--|--|---|
| <b>Unit:</b><br><b>WEEK 1-3—OBJECTIVES</b><br>Organize data from reading passage into a graphic organizer to compare and contrast story elements | I will locate and record important details from a story.   | Students will identify settings and problems from simple stories they read. They will write the definition of (setting).                       | Benchmark:<br>Students will read two stories. They answer ten multiple choice questions, and then complete a Venn Diagram to compare the stories.   |
|  | I will use a Venn diagram and story chart to record information.   | Students will identify (problem) using a multiple choice test.   |   |
|  | I will tell how stories are alike and different. I will explain how a character or event in one story may be very much like a character or event in a different story. | Students will complete a Venn Diagram using elements from two stories they have read to show likenesses and differences.                       |   |
| <b>WEEK 4—OBJECTIVES</b><br>Make logical predictions before and during reading to demonstrate critical thinking skills                           | I can make a good guess about what will happen in a story before I have read the complete story.   | Students read short passages and write predictions for each one. They will base their predictions on the hints and clues given in the passage. | Students will read three short passages and write a short prediction about each one.<br>Students will read a longer passage and choose from multiple choice questions to make an accurate prediction.   |
|  | I will learn to look for small clues in the sentences that will let me know what may happen next.  |  |   |
| <b>Unit:</b><br><b>WEEK 5-6—OBJECTIVES</b><br>Use context clues to determine the meaning of unknown words in a reading passage                   | I can use context clues to determine an unfamiliar word's meaning.   | Students will highlight the parts of the passage that given them clues about word meaning.   | Benchmark:<br>Students will show mastery of context clues skill by highlighting other clues that point to word meaning.<br>Students will separate root words from their affixes.<br>They will match prefixes and suffixes to their definitions. |
|  | I will use root words to help determine a word's meaning.  | Students will highlight root words from a list of words. They will look at the affixes and write down the word's meaning.                      |   |
|  | I will use know how prefixes and suffixes change word meanings.  | Students will identify prefix/suffix meanings by drawing a line to the matching definition of each affix.                                      |   |
| <b>WEEK 7-8—OBJECTIVES</b><br>Determine fact or opinion in a reading passage by analyzing what can be proven and what is someone's belief.       | I can write an opinion statement that is a belief, but cannot be proven.   | Students write one paragraph containing ONLY opinions about themselves.  | Benchmark:<br>Students will read a passage and identify the facts and opinions on a graphic organizer.<br>They will identify specific words in a sentence that make the sentence an opinion   |
|  | I can write a factual statement that can be proven.  | Students will write one paragraph containing ONLY facts about themselves.  |   |
|  | I will look for certain words in a sentence that will tell me a statement is an opinion.   | Students will identify OPINION words within a passage by highlighting them or writing them on a graphic organizer.                             |   |

**CURRICULUM UNIT MAP**  
**3rd QUARTER**

**COURSE TITLE:** 3<sup>rd</sup> Grade Language Arts

**GRADE:** 3

| Unit Title and Objectives   | List CLTs for Each Objective   | Brief Description of Formative Assessment(s)  | End-of-Unit Benchmark or Performance Assessment   |
|---|--|---|---|
| <b>Unit:</b><br><b>WEEK 1-2—OBJECTIVES</b><br>Create a document using expository writing of historical person or event using factual information for publication                  | I will recognize and record facts.   | Students will identify <u>FACTS</u> from a list of facts and nonfactual passages.   | Benchmark Test:<br><br>Students will select facts from multiple choice format.<br><br>Students will write facts and record them on a graphic organizer.<br><br>Students will write a three paragraph report on an historical person using facts from their graphic organizer.                       |
|   | I can write a report about a person I have read about. I will use facts about that person to inform my audience.                       | Students will write a nonfiction paragraph about themselves.  |   |
|   | I can determine what is a fact, and what is not, within a passage  | Students will highlight facts in a short passage they've read.<br><br>Students will take an opinion and turn it into a fact by taking out the opinion words.  |   |
| <b>WEEK 3-4—OBJECTIVES</b><br>Summarize a story in written form by stating main idea, proper sequence of events, relevant details, and conclusion                                 | I can identify the main details from a story I have read.  | Students will select the main details from a short passage. Discuss why they are considered a <u>main detail</u> .  | End of unit test:<br><br>Students will read a passage and highlight seven main details. They will write a summary of the longer passage using the details they chose.<br><br>Students will be given a scrambled up story. They will organize it into a sensible summary in correct order of events. |
|   | I can write a short version of a longer story I have read by using only the important details and leaving out the less important ones. | Identify <u>main details</u> from a list of both main and minor details. Multiple choice questions:<br><br>Reconstruct a cut-up story using proper sequence and crucial information.  |   |
| <b>WEEK 5-6—OBJECTIVES</b><br>Construct documents such as friendly letters, stories, and poems with a clear beginning, middle, and ending<br><br>Edit for clarity and correctness | I can write a friendly letter.   | Identify the five parts of a friendly letter by writing them on a blank template of a letter. (Heading, Greeting, Body, Closing, and Signature)<br><br>Students read a friendly letter with one or more of the components missing or in the wrong place. They will rewrite the letter correctly.<br><br>Students will proofread a letter containing spelling, capitalization mistakes, and punctuation errors. They will use proofreading marks to indicate the errors. |   |
|   | I will know and identify the five parts of a friendly letter.  |   |   |
|   | I will edit and proofread correctly.   |   |   |
|   | I can write a simple poem with rhymes.   |   |   |

**CURRICULUM UNIT MAP**  
**3rd QUARTER (Cont'd)**

**COURSE TITLE:** 3<sup>rd</sup> Grade Language Arts

**GRADE:** 3

| Unit Title and Objectives  | List CLTs for Each Objective  | Brief Description of Formative Assessment(s)  | End-of-Unit Benchmark or Performance Assessment  |
|--|---|---|--|
| <b>WEEK 5-6—OBJECTIVES (Cont'd)</b><br>Construct documents such as friendly letters, stories, and poems with a clear beginning, middle, and ending<br><br>Edit for clarity and correctness |   | Students will write a friendly letter using a prompt.<br><br>Students will identify words that rhyme from a list of random words.<br><br>Students will fill in missing words that complete a stanza of a poem with a rhyming word that makes sense in context.<br><br>Students will determine the main idea of a short poem, narrator, and how poems are different from other kinds of writing.   | Benchmark:<br>Students will write a friendly letter containing all components of a letter, and use correct spelling, capitalization, and punctuation.<br><br>Students will identify rhyming words from a work bank.<br><br>Students will write a short poem from a prompt with rhymes that fit in context.<br><br>They will answer comprehension questions about the main idea of a poem they have read, and identify the narrator, problem, or opinion of the author. |
| <b>WEEK 7—OBJECTIVES</b><br>Incorporate figurative language in a written passage to add meaning and expression in the text   | I will recognize similes, alliteration, and onomatopoeia.<br>I will write a passage using each kind of figurative language. | Students will choose similes from a multiple choice worksheet. They will identify on the phrases that are similes.<br><br>Students will read a passage and highlight the similes within the passage.<br><br>Students will create their own list of common and original similes.<br><br>Students will identify sound words (onomatopoeia) with in a passage. They will make a word bank of sound words. Students will identify alliterations in phrases. They create their own phrases with alliterations. | End of unit test:<br>Students will use multiple choice format to identify similes, alliteration, and onomatopoeia. They will write a passage with each type of figurative language in each one. They will highlight each one in a reading passage.   |

**CURRICULUM UNIT MAP**  
**4th QUARTER**

**COURSE TITLE:** 3<sup>rd</sup> Grade Language Arts

**GRADE:** 3

| Unit Title and Objectives  | List CLTs for Each Objective  | Brief Description of Formative Assessment(s)  | End-of-Unit Benchmark or Performance Assessment  |
|--|---|---|--|
| <b>Unit:</b><br><b>WEEK 1-2—OBJECTIVES</b><br>Distinguish between various genres in reading and writing              | I can identify a fiction story by its characteristics.  | Students will highlight key words in book titles to help them classify a book as fiction or nonfiction.   | Benchmark Test:<br>Students will read three passages, titles, etc; then classify them as fiction, nonfiction, or realistic fiction.<br><br>They will write a constructed response answer explaining why a certain passage is fiction, nonfiction, or realistic fiction.<br><br>They will use a writing prompt to write a nonfiction passage, fiction passage, and realistic passage. |
|  | I will identify nonfiction stories by its characteristics.                                    | Students will identify nonfiction by identifying two characteristics that make a passage or book, nonfiction.   |  |
|  | I will identify realistic fiction by its characteristics.                                     | Students will use a graphic organizer to record specific elements of a nonfiction, realistic fiction, or fiction passage.   |  |
| <b>WEEK 3—OBJECTIVES</b><br>Locate specific information from written text to answer questions on MC and CR questions | I can locate important details in a story.  | On a multiple choice worksheet the student will read a long passage and indicate which paragraphs contain specific details and information.   | End of unit test:<br>Same test format as the formative assessments.  |
|  | I can use all parts of a story to find information.   | Students will locate and highlight figurative language, names, dates, etc; within a written passage.<br><br>Students will find specific information from a bar graph to answer questions. |  |
| <b>WEEK 4-5—OBJECTIVES</b><br>Produce a written work by applying the steps of the writing process                    | I will use a writer’s web to help organize my thoughts for a story.                           | Students will practice narrowing a topic in which to write about. They will select a general topic and narrow it down to a specific part of the subject.                                  | End of unit task:<br>From a writing prompt, write a three paragraph story. Edit and proofread for final copy   |
|  | I can write a three paragraph story that is well written, correctly spelled and punctuated.   | Students will record a set of main ideas and details on a writer’s web.   |  |
|  | I can write a story that makes sense, has a main idea, and the events are in the right order. | Construct a paragraph using Power Writing pattern of 1-2-2-3-2-2-3-4  |  |
|  | I will use special proofreading marks to help me correct mistakes in the first story I write. |   |  |

**CURRICULUM UNIT MAP**  
**4th QUARTER (Cont'd)**

**COURSE TITLE:** 3<sup>rd</sup> Grade Language Arts

**Grade 3**

| Unit Title and Objectives   | List CLTs for Each Objective  | Brief Description of Formative Assessment(s)  | End-of-Unit Benchmark or Performance Assessment  |
|---|---|---|--|
| <b>WEEK 6—OBJECTIVES</b><br>Orally retell (summarize) a short story after reading or listening. Construct the retell with a beginning, middle, and ending with correct sequence of events | I can retell a story with a beginning, middle, and end.   | Students will read short passages and practice retelling them orally.   | End of unit test:<br><br>Students will read a story and orally retell a summary of it.<br><br>Students will listen to a short story and orally retell it.<br><br>Their version will be compared to a rubric to determine accuracy. |
|   | I can retell a story in step by step using only the details that are important.   | Students will read a longer passage and highlight the main details that would be included in a shorter version of the passage.  |  |
|   | I will choose the details that are most important to the story so it will make sense to my audience.                        | Students will practice arranging events in the proper sequence.   |  |
| <b>Unit:</b><br><b>WEEK 7—OBJECTIVES</b><br>Apply inferencing skills to make predictions, draw conclusions, and compare story elements  | I can form an idea about a character or event after reading certain things from the story.                                  | Students will read a short passage from a longer passage and determine character traits.  | End of unit test:<br>Students will read a story and answer multiple choice questions and constructed response questions using inferencing skills practiced previously.<br>.<br>.<br>.  |
|   | After forming ideas about characters and events, I will compare them to characters and events in another story.             | Students will make inferences about events after reading a passage.<br><br>Students will analyze specific words within a passage to make inferences about author's opinions.<br><br>Students will write constructed responses to make inference about two stories they have read.       |  |
| <b>WEEK 8-9—OBJECTIVES</b><br>Exhibit fluency and expression during reading of third grade level text across genres   | I will read smoothly without unnecessary stopping or repeating of words.  | Students will read short phrases with predictable text. They will read them for accuracy and expression.  | Benchmark Test:<br><br>Read one minute timed test of unfamiliar text. Mastery is considered 110 words per minute.  |
|   | I will read with feeling by changing the speed at which I read, and the tone of my voice when it needs to be read that way. | Students will gradually read longer verses with unpredictable text and punctuation such as quotation marks and exclamations.<br><br>Students will read a one minute timed test with an unfamiliar text. They will be scored by total number of correct words read in the sixty-seconds. |  |

