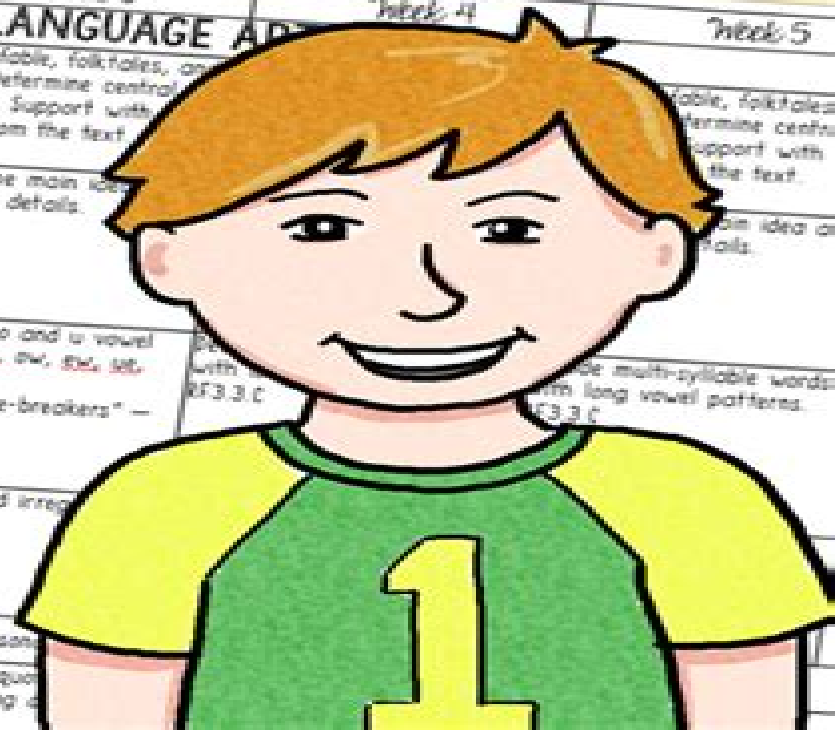


Language Arts Curriculum Map

3rd

The Classroom Key

	Week 1	Week 2	Week 3	Week 4	Week 5
FICTION	Ask and answer text-dependent questions about the characters and setting. RL.3.1	Ask and answer text-dependent questions about the plot. RL.3.1	Recount fable, folktales, and myths. Determine central message. Support with details from the text. RL.3.2	Recount fable, folktales and myths. Determine central message. Support with details from the text. RL.3.2	Recount fable, folktales and myths. Determine central message. Support with details from the text. RL.3.2
NONFICTION	Ask and answer text-dependent questions. RI.3.1	Ask and answer text-dependent questions. RI.3.1	Identify the main idea and supporting details. RI.3.2	Identify the main idea and supporting details. RI.3.2	Identify the main idea and supporting details. RI.3.2
PHONICS	Review CVCe patterns. Point out "rule-breakers" – come, give, have. RF.3.3, RF.3.3.D, L.3.2.F	Review long a, e, and i vowel patterns (ca, ay, ee, ea, ie, oi). Point out "rule-breakers" – said, great, again, field, piece, either, friend. RF.3.3, RF.3.3.D	Review long o and u vowel patterns (oa, ow, oo, ou). Point out "rule-breakers" – build, built. RF.3.3, RF.3.3.D	Review long o and u vowel patterns (oa, ow, oo, ou). Point out "rule-breakers" – build, built. RF.3.3, RF.3.3.D	Review long o and u vowel patterns (oa, ow, oo, ou). Point out "rule-breakers" – build, built. RF.3.3, RF.3.3.D
LANGUAGE	Identify and explain the function of nouns. L.3.1.A	Use regular and irregular plural nouns. L.3.1.B	Use regular and irregular plural nouns. L.3.1.B	Use regular and irregular plural nouns. L.3.1.B	Use regular and irregular plural nouns. L.3.1.B
WRITING	Identify and use elements of personal narrative (characters, setting, events in order). W.3.3.A, W.3.4	Use descriptive words to describe characters, feelings, actions, and thoughts. W.3.3.B	Use commas and quotation marks when writing a personal narrative. L.3.2.C	Use commas and quotation marks when writing a personal narrative. L.3.2.C	Use commas and quotation marks when writing a personal narrative. L.3.2.C



Common Core Curriculum Maps Grade 3

Great Minds



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Common Core Curriculum Maps in Mathematics, Grade 3, Volume 1 (Student Workbook) Great Minds,2015-06-15

Common Core Curriculum Maps in Mathematics, Grade 3, Volume 2 Great Minds,2015-06-15 **Common Core Curriculum Maps in Mathematics, Grade 3, Volume 2, Student Workbook** Great Minds,2015-06-15 **Common Core Curriculum Maps in Mathematics, Grades 3-5** Great Minds,2014-05-19

Common Core s Mathematics Maps will be based on not merely aligned to the Common Core State Standards CCSS The Maps will imbed the standards into a clear sequenced and specific instructional guide to addressing key topics in each grade The chief goal of the Maps is to provide educators with a highly usable tool for addressing the CCSS within the context of conveying the seamless story of mathematics in the course of students K 12 mathematics education That story will unfold in a series of 4 7 units per grade paced to ensure students mastery of each topic Each unit will include a sequenced series of sample activities that illustrate model instructional approaches and employ manipulatives in a helpful non distracting manner The Maps would be compatible with a wide array of textbooks and additional resources Common Core Curriculum: United States History, Grades 3-5 Great Minds,2014-03-17 Comprehensive Common Core curriculum for United States History Grades 3 5 The Alexandria Plan is Common Core s curriculum tool for the teaching of United States and World History It is a strategic framework for identifying and using high quality informational texts and narrative nonfiction to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA while also sharing essential historical knowledge drawn from the very best state history and civics standards from around the country The curriculum is presented in this four volume series Common Core Curriculum United States History Grades K 2 Common Core Curriculum World History Grades K 2 Common Core Curriculum United States History Grades 3 5 and Common Core Curriculum World History Grades 3 5 Features of each book include Learning Expectations which articulate the key ideas events facts and figures to be understood by students in a particular grade span Suggested anchor texts for each topic In depth text studies comprised of text dependent questions student responses and assessments based on a featured anchor text Select additional resources Concise Era Summaries that orient both teachers and students to the historical background The curriculum helps teachers pose questions about texts covering a wide range of topics This volume Common Core Curriculum United States History Grades 3 5 introduces upper elementary students to 18 key eras in our country s history from the original Native American people to modern times through stories that they will treasure forever Common Core Curriculum Maps Third Grade Unit 3 Collection Steps To Literacy Staff,2013-09-01 Common Core Curriculum Maps Third Grade Unit 3 Collection Steps To Literacy Staff,2013-09-01 The Common Core Companion: The Standards Decoded, Grades 3-5 Leslie A. Blauman,Leslie Blauman,Jim Burke,2014-04-24 This book explains what the standards say what they mean and how to teach them The book is organized by the Anchor Standards in the following categories Reading Literature Informational Text Foundational

Reading Skills This is a departure from the 6 12 standards that we will have to consider in design format Writing Speaking and Listening Language **Common Core Curriculum Maps in English Language Arts, Grades K-5** Great Minds,2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards *Common Core Curriculum Maps Fourth Grade Unit 3 Collection* Steps To Literacy Staff,2013-09-01 **Common Core Curriculum Maps First Grade Unit 3 Collection** Steps To Literacy Staff,2013-09-01 *Common Core Curriculum Maps Second Grade Unit 3 Collection* Steps To Literacy Staff,2013-09-01 *Common Core Curriculum Maps Seventh Grade Unit 3 Collection* Steps To Literacy Staff,2013-09-01 *Common Core Curriculum Maps Fourth Grade Unit 3 Collection* Steps To Literacy Staff,2013-09-01 **Common Core Curriculum Maps Eighth Grade Unit 3 Collection** Steps To Literacy Staff,2013-09-01 **Common Core Curriculum Maps Fifth Grade Unit 3 Collection** Steps To Literacy Staff,2013-09-01 *Common Core Curriculum Maps Third Grade Unit 2 Collection* Steps To Literacy Staff,2013-09-01 **A Close Look at Close Reading** Barbara Moss,Diane Lapp,Maria Grant,Kelly Johnson,2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and

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Grade Unit 1 Collection Steps To Literacy Staff,2013-09-01 **STEM Road Map** Carla C. Johnson,Erin E. Peters-Burton,Tamara J. Moore,2015-07-03 STEM Road Map A Framework for Integrated STEM Education is the first resource to offer an integrated STEM curricula encompassing the entire K 12 spectrum with complete grade level learning based on a spiraled approach to building conceptual understanding A team of over thirty STEM education professionals from across the U S collaborated on the important work of mapping out the Common Core standards in mathematics and English language arts the Next Generation Science Standards performance expectations and the Framework for 21st Century Learning into a coordinated integrated STEM education curriculum map The book is structured in three main parts Conceptualizing STEM STEM Curriculum Maps and Building Capacity for STEM designed to build common understandings of integrated STEM provide rich curriculum maps for implementing integrated STEM at the classroom level and supports to enable systemic transformation to an integrated STEM approach The STEM Road Map places the power into educators hands to implement integrated STEM learning within their classrooms without the need for extensive resources making it a reality for all students

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