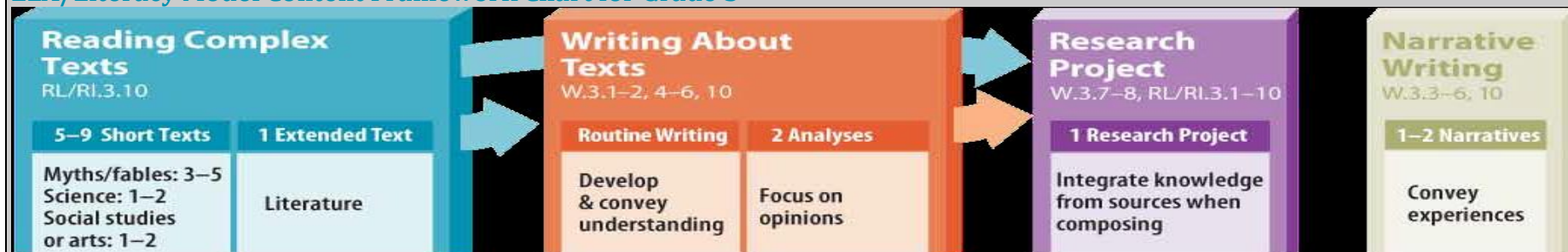


ELA Curriculum Map for Third Grade 2012-2013

Course: Third Grade

First Nine Weeks(30 days)

ELA/Literacy Model Content Framework Chart for Grade 3



The units presented during a nine week grading period are meant to be completed in the suggested chunks of time listed within each unit. This means that you may have a unit that continues into another nine week period. The Common Core Standards are year end benchmark standards and will be taught throughout the school year; therefore, these literacy units of study may not always end when your grading period does.

Third Grade

Overview: Students read the tales of grandparents and they become familiar with the tradition of “trickster stories” across multiple cultures. They read a Langston Hughes poem, and review the parts of speech through Ruth Heller’s *World of Language* books. The students engage the texts in multiple ways: They write stories they want to preserve; they also build upon their knowledge of geographical settings of folktales from previous grades as they research the cultural backgrounds of the trickster tales. They dramatically interpret a poem by Langston Hughes.

Unit/Theme: Stories Worth Telling Again and Again

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

Estimated Time: 6 weeks

CCSS College and Career Anchor Standards

- Reading
 - Key Ideas and Details
- Writing
 - Text Types and Purposes
- Speaking and Listening
 - Comprehension and Collaboration
- Language
 - Conventions of Standard English

Unit Vocabulary

author, character motivation, character traits, collective noun, editing, the fool, generational stories, illustrator, internet search, narrative writing, noun, problem, pronoun, revising, shared research, solution, the trickster, trickster tales, verb, verb tenses

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CCSS Standards	Formative Assessments	Explanations and Examples/Activities	Resources
<ul style="list-style-type: none"> 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. SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> SL.3.1(c): Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	<p>Web or Map Concept</p> <p>Exit Ticket</p> <p>Visual Displays of Information</p> <p>Read-Write-Pair-Share</p> <p>Response Cards</p> <p>Editing rubric</p> <p>Summary Writing</p> <p>Public Performances</p> <p>Mix and Match (Logic Lineups) Kagan</p> <p>Oral Questioning</p> <p>Turn to a Partner – Rally Robin</p> <p>One-Minute essay</p> <p>Observation</p> <p>Picture Note Making -</p> <p>Students will draw</p>	<p>Balanced Literacy: Use <u>all</u> components of the balanced literacy framework <u>daily</u>.</p> <p>Reading</p> <ul style="list-style-type: none"> Interactive Read Aloud Shared Reading Guided Reading Independent Reading <p>Writing</p> <ul style="list-style-type: none"> Modeled/Shared Writing Interactive Writing Guided Writing Independent Writing <p>Word Study</p> <p>Social and Emotional Learning (SEL)</p> <p>Morning Meeting: Connect yesterday's learning to today's learning through the use of a morning message. Encourage students to think and talk with one another about your unit of study. Afterwards, encourage further exploration through the completion of a writing prompt. (e.g., Proofread Morning Message for correct capitalization and punctuation).</p> <p>Use the "I Do", "We Do", "You Do" approach (the gradual release of responsibility methodology)</p> <ul style="list-style-type: none"> teachers model the skill in the Direct teaching, students practice the skill with teacher guidance in the Guided Practice, and students practice the skill independently in the Independent Practice. <p>http://www.readworks.org/tutorials/see-lesson-action</p> <p>Preview and Predict: Using any informational text, have pairs of students preview the piece and make predictions about what it will be about. Have students read the title, preview the illustrations, read the picture captions and headings. Note questions and</p>	<p>Treasures Series</p> <p>http://mnps2010.wikispaces.com/file/view/CCSS_G3_Treasures09_Correlation.pdf%20%20%20</p> <p>Balanced Literacy example:</p> <p>Read Aloud: Choose a book/poem from those listed below or choose a story from the Read-Aloud Anthology. www.macmillanmh.com</p> <p>Shared reading w/Treasures: "Dear Juno" by Soyung Pak, pgs. 42-65, Genre: Realistic Fiction</p> <p>Guided reading: see book room for appropriate leveled readers on topic.</p> <p>For access to the Macmillan McGraw-Hill Leveled Readers go to - http://leveledreaderdatabase.macmillanmh.com/lbdb/search.form</p> <p>"Suggested" Works from Common Core Maps (These give examples of the rigor expected in the CCSS. Teachers may use other texts.)</p> <p>(E) indicates a CCSS exemplar text found in Appendices A of CCSS; (EA) indicates a text from a writer with other works identified as exemplars.</p> <p style="text-align: center;">Literary Texts</p> <p>Poems</p>

ELA Curriculum Map for Third Grade 2012-2013

<ul style="list-style-type: none"> ○ L.3.1(a): Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 	<p>a picture that helps you remember what they can remember about the topic. The student will list three important ideas about the topic.</p>	<p>predictions about the text. Tell students that this is helping them to set a purpose for reading.</p>	<ul style="list-style-type: none"> • “Aunt Sue’s Stories” (Langston Hughes) (EA) • “By Myself” (Eloise Greenfield) • “For want of a nail, the shoe was lost...” (Traditional) (Read Aloud) • “Grandpa’s Stories” (Langston Hughes) (E)
<p>SUGGESTED OBJECTIVES</p> <ul style="list-style-type: none"> • Tell stories from personal experiences and write narratives telling those stories. • Revise and edit narratives with the help of peers and adults. • Determine and analyze characters’ traits and motivations in realistic fiction such as <i>The Stories Julian Tells</i>. • Distinguish nouns, pronouns, and verbs from each other, understanding the role of each in a sentence. • Perform a poem dramatically, (e.g., a Langston Hughes poem) with expression and appropriate phrasing for meaning. • Compare and contrast the message and characters in two books with the same theme (e.g., “grandparent” books). • Determine the trickster, the fool, the problem, and the solution in various cultures’ trickster tales. • Research one of the trickster tale’s cultures, as part of responding to class-generated questions. • Create a class book or a multimedia presentation based on the culture research. 	<p>Create a digital story using flip cameras</p>	<p>Create a Readers’ Theater or play from the story “Stone Soup” & perform.</p> <p>Textual Analysis is a shared reading activity designed for students in second grade and above. It is a process in which students read, analyze and discuss text by making their inferential thinking explicit. It is a nine step process students take to think through and understand a text. The steps for textual analysis provide students a structure for engaging with text by following appropriate before, during and after reading strategies.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Step 1 - Read the title and any excerpts. • Step 2 - Look at the pictures and captions. • Step 3 - Read the first two sentences. • Step 4 - Stop and brainstorm what you know and what the text may be about <p>During Reading</p> <ul style="list-style-type: none"> • Step 5 - Read and label the questions. • Step 6 - Read the passage. <p>After Reading</p> <ul style="list-style-type: none"> • Step 7 - Answer the questions. • Step 8 - Prove your answers. • Step 9 - Check your work. <p>http://www.readworks.org/tutorials/reading-passages</p> <ol style="list-style-type: none"> 1. After reading the story, ask the students to draw a brief sketch of the beginning of the story at the top of the page. 2. Ask the students to continue drawing the main events of the story in clockwise fashion until the circle is complete. 3. Ask the students to explain their decisions about the main 	<ul style="list-style-type: none"> • “Mother to Son” (Langston Hughes) (EA) • “Nani” (Alberto Rios) (Read Aloud) • “The Telephone” (Robert Frost) (EA) (Read Aloud) • “You Are Old, Father William” (Lewis Carroll) (EA) (Read Aloud) • “Your World” (Georgia Douglas Johnson) (E) (Read Aloud) <p>Stories</p> <ul style="list-style-type: none"> • <i>Annie and the Old One</i> (Miska Miles and Peter Parnall) • <i>Bruh Rabbit and the Tar Baby Girl</i> (Virginia Hamilton and James Ransome) • <i>Gloria’s Way</i> (Ann Cameron and Lis Toft) (EA) • <i>Grandfather’s Journey</i> (Allen Say) (EA) • <i>Iktomi and the Berries</i> (Paul Goble) • <i>Iktomi and the Boulder</i> (Paul Goble) • <i>Iktomi and the Buzzard</i> (Paul Goble) • <i>Iktomi and the Coyote</i> (Paul Goble) • <i>Iktomi Loses His Eyes</i> (Paul Goble)

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<ul style="list-style-type: none"> Discuss artists' contributions to the preservation of the Native American culture through art. 	<p>events.</p> <p>4. Have students share their circular story maps with one another, comparing their ideas and sketches.</p> <p><i>Teaching Reading in the Content Areas: If Not Me, Then Who?</i> (Rachel Billmeyer, 1998)</p> <p>After reading the story students will use the Kagan strategy "Rally Table" to complete a flow map on "What Do Illustrators Do?"</p> <ol style="list-style-type: none"> Tell students that they will pair off to compose a flow map that list what illustrators do. Students take turns passing a paper and pencil, each writing a statement about the topic, until the map is finished. <p>Students will then use the "Pair Stand-N-Share to share their chart.</p> <p>Pair Stand-N-Share</p> <ol style="list-style-type: none"> Students stand together. Teacher calls on a standing student holding the flow map. Selected student states on idea from the map. The student in each pair, who is holding the map, either adds the item to the map, or if it is already listed checks it off. Students pass the map to their partner. <p>Steps 2-5 are repeated.</p> <p>Art, Speaking and Listening</p> <p>Closely examine the van Eyck image, noticing the work's many unique and peculiar details. Why is there only one candle in the chandelier? Is that the artist's signature in the center of the painting? Can you see other figures reflected in the mirror at center? Discuss how close examination of a painting, like a literary work, often reveals hidden or deeper meaning. (SL.3.1c, SL.3.1d, SL.3.2, SL.3.3)</p> <p>Art, Speaking and Listening</p>	<ul style="list-style-type: none"> <i>Knots on a Counting Rope</i> (John Archambault, Bill Martin, Jr., and Ted Rand) <i>Love and Roast Chicken: A Trickster Tale from the Andes Mountains</i> (Barbara Knutson) <i>More Stories Julian Tells</i> (Ann Cameron and Ann Strugnell) (EA) <i>Sign of the Beaver</i> (Elizabeth George Speare) (Read Aloud) <i>Snowed in with Grandmother Silk</i> (Carol Fenner and Amanda Harvey) <i>Song and Dance Man</i> (Karen Ackerman and Stephen Gammell) <i>Tea with Milk</i> (Allen Say) (EA) <i>The Apple and the Arrow</i> (Mary Buff and Conrad Buff) (Read Aloud) <i>The Memory String</i> (Eve Bunting and Ted Rand) <i>The Stories Huey Tells</i> (Ann Cameron and Roberta Smith) (EA) <i>The Stories Julian Tells</i> (Ann Cameron and Ann Strugnell) (E) <i>Through Grandpa's Eyes</i> (Patricia MacLachlan and Deborah Kogan Ray) (EA) <i>Tops & Bottoms</i> (Janet Stevens) (E) <p>Informational Texts</p> <ul style="list-style-type: none"> Students will do Internet research on a culture related to a favorite trickster tale:
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		<p>In each of these images, see if you can identify a story or event that has been passed down through generations. These might be stories for a civilization to remember or perhaps just a family. Discuss how these images also serve as records. What does the artist do to document the importance of an event (e.g., include unique elements or details)? How might these stories be retold because of these images? (SL.3.1c, SL.3.1d, SL.3.2, SL.3.3)</p> <p>Reading Informational Text, Research, Informative Writing</p> <p>Students have read a variety of trickster tales from various cultures. Now it is time to focus on one of the cultures. You could, for example, choose to focus on the Plains Native American culture by first reading the Iktomi tales by Paul Goble and then assigning a short class research project on it. In small groups, have students generate open-ended questions that can be answered about the culture. Assign each small group a question to answer. To answer the questions, help students create a list of resources such as the Internet, encyclopedias, and informational books. As students read and research, circulate to help them select the most relevant and useful information. When the small groups have finished their information gathering and organization, they should create a class book or multimedia presentation to show what they have learned about the culture. When they are finished, ask “Why did the Plains Indians create trickster stories to tell to their children?” This activity can be repeated and extended with any of the cultures from which trickster stories came by giving small groups of students the following prompt: “Research a culture that tells trickster tales. Generate questions related to the culture and assign a person to research each question. Create a book or multimedia presentation to communicate your findings.” (RI.3.1, RI.3.5, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, SL.3.1, SL.3.4)</p> <p>Reading Poetry, Performance</p> <p>Give the students this prompt: “Choose one of Langston Hughes’s</p>	<p>Nonfiction Books</p> <ul style="list-style-type: none"> • <i>A Cache of Jewels and Other Collective Nouns</i> (World of Language) (Ruth Heller) (Read Aloud) • <i>Kites Sail High: A Book About Verbs</i> (World of Language) (Ruth Heller) (Read Aloud) • <i>Merry-Go-Round: A Book About Nouns</i> (World of Language) (Ruth Heller) (Read Aloud) • <i>Mine, All Mine: A Book About Pronouns</i> (World of Language) (Ruth Heller) (Read Aloud) • <i>Throw Your Tooth on the Roof: Tooth Traditions Around the World</i> (Selby Beeler and G. Brian Karas) (E) (Read Aloud) <p>Art, Music and Media</p> <ul style="list-style-type: none"> • Jacopo Pontormo, <i>Descent from the Cross</i> (1528) • Jan van Eyck, <i>Arnolfini Portrait</i> (1434) • Pablo Picasso, <i>Guernica</i> (1937) • <i>Trajan’s Column</i> (Rome, Italy, completed 113 CE) (detail) <p>Additional Resources</p> <ul style="list-style-type: none"> • <i>A Collection of Trickster Tales</i> (American Folklore.Net) (RL.3.2) http://americanfolklore.net/folklore/tricksters/
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		<p>poems to memorize or read interpretively. Be sure to communicate the meaning of the poem in the way you recite or read it." Demonstrate fluent reading to the children, being sure to show how meaningful phrasing and expression guide the dramatic interpretation of a poem. (RF.3.4b)</p> <p>Narrative Writing, Language Usage, Vocabulary</p> <p>Students have been sharing favorite family stories, so shift the discussion to how stories are passed down from grandparents specifically. Then, assign the following: "Interview one of your family members (e.g., a parent, grandparent, aunt, or uncle) to learn a family story. Save the story by taking notes or by recording it digitally. Use the story you record to write a narrative." This writing project should be worked on over an extended period of time, focusing on elaboration, revision, and editing, using the standards as guidance. Create a word wall to gather words used most often in writing and word families. (W.3.3, W.3.4, W.3.5, L.3.1, L.3.2, L.3.2f, L.3.3)</p> <p>Reading Literature, Speaking and Listening</p> <p>Lead a discussion with the students to introduce the genre of trickster tales, using questions such as these:</p> <ul style="list-style-type: none"> • One of the types of folk stories handed down in cultures is the "trickster tale." What root word do you hear in trickster? • Have you ever played a trick on someone? • Have you ever had a trick played on you? <p>Tell students that trickster tales are stories that involve playing tricks to solve problems, and—to make these stories even more interesting—that they are from different cultures. As students read, encourage them to think about characters and their traits. Remind them that the story is not just in the text, but also in the illustrations. The illustrations help to tell the story and to give hints about the culture or origin. Use the following questions to guide</p>	<ul style="list-style-type: none"> • <i>Native American Informational Chart</i> (Mountain City Elementary School, Mountain City, TN) (RI.3.5) http://www.mce.k12tn.net/indians/navigation/native_american_chart.htm • <i>Maps of United States Indians by State</i> (Native Languages of the Americas) (RI.3.7) http://www.native-languages.org/states.htm • <i>Using Picture Books to Teach Characterization in Writing Workshop</i> (ReadWriteThink) (RL.3.3) http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-101.html • <i>Composing Cinquain Poems with Basic Parts of Speech</i> (ReadWriteThink) (L.3.1a) http://www.readwritethink.org/classroom-resources/lesson-plans/composing-cinquain-poems-with-43.html • <i>Dynamite Diamante Poetry</i> (ReadWriteThink) (L.3.1a) http://www.readwritethink.org/classroom-resources/lesson-plans/dynamite-diamante-poetry-823.html • <i>Fables and Trickster Tales Around the World</i> (National Endowment for the Humanities) (RL.3.2) http://edsitement.neh.gov/lesson-plan/fables-and-trickster-tales-around-world
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		<p>discussions after they (or you) read the trickster stories. Eventually require students to answer these questions independently.</p> <ul style="list-style-type: none"> • Who is the trickster? • Who is the fool who gets tricked? • What was the problem in the story? • How did the trick solve the problem? • Think about what the message of the story might be and why these stories have been told for hundreds of years. (RL.3.2, RL.3.3, RL.3.7) <p>Reading Literature, Speaking and Listening</p> <p>Introduce the unit by asking students if they have family stories they love to tell. Allow students to share favorite family stories for a few minutes. Introduce that day's new chapter book: <i>The Stories Julian Tells</i> (Ann Cameron and Ann Strugnell). As students read the first chapter of the book, "The Pudding Like a Night on the Sea," ask them to examine Julian as a character. You might post these leading questions and discuss their meaning by having your students ask you the questions as their new teacher:</p> <ul style="list-style-type: none"> • How would you describe Julian? • What are his character traits? • Why does he do what he does? <p>Tell students to cite evidence from the text as they answer the questions. Read the chapter aloud to the students as they follow along. Continue reading the subsequent chapters in the days that follow, encouraging as much independent reading as possible. Continue to focus on character traits and motivation. As students finish this book, allow them to choose to move to other character stories in this series or to continue with Julian. This provides the opportunity to compare and contrast books and/or characters by the same author. (RL.3.3, SL.3.6, SL.3.1b, SL.3.4,RL.3.9)</p>	
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Differentiated assessments based on students' developmental spelling stage.

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		<p>Reading Informational Text, Language Mechanics</p> <p>Ruth Heller has written a series of informational books that teach parts of speech. Remind students they learned about nouns in second grade. As you read the book <i>Merry-Go-Round: A Book About Nouns</i> (Ruth Heller), have the students listen for more information about nouns. Pause as you read to allow the students to share what they are learning or to ask questions. Review nouns, pronouns, and verbs using the Ruth Heller series. Create word banks for each part of speech and add vocabulary from class work to reinforce the application. (RI.3.1, L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f)</p> <p>Proofread Morning Message for correct usage of verbs.</p> <p>Reading Literature, Speaking and Listening</p> <p>After reading <i>Knots on a Counting Rope</i> (John Archambault, Bill Martin Jr., and Ted Rand), review the character traits of the boy and his grandfather. Have the students partner and list three characteristics for each. Introduce another story that honors grandparents: <i>Through Grandpa's Eyes</i> (Patricia MacLachlan and Deborah Kogan Ray). As students finish reading the new book, have them work with the same partner to list at least three characteristics of each character in the new story.</p> <ul style="list-style-type: none"> • How are the grandparents similar and different? • How are the grandchildren similar and different? • What is the message of each book? • What do you think the author might have wanted you to learn? (RL.3.3) <p>Click and Clunk: "Teacher explains that a "click" is when they understand words and ideas and a "clunk" is when they don't. While reading determine if a word or idea is a "click" or a "clunk." Then teach children clunk fix-up strategies -</p> <ol style="list-style-type: none"> 1. reread the sentence to look for key ideas to help you 	
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		<p>understand an unknown word,</p> <p>2. reread the sentences before and after the clunk, looking for prefixes and suffixes to help with an unknown word,</p> <p>3. break a word apart into smaller words.</p> <p>(from <i>Collaborative Reading Strategies</i> (2001) by Klingner et al)</p> <p>Spelling is taught through differentiated word study groups formed using data from the Developmental Spelling Analysis given at the beginning of the year.</p> <p>This approach teaches students to look closely at words to discover vowel patterns, syllable structures, and spelling-meaning connections in English orthography.</p> <p>For a more detailed look at word study in action, check out this article: http://www.scholastic.com/teachers/top_teaching/2010/10/my-november-top-ten-list-word-study-in-action</p> <p>Optional Activities:</p> <p>Story Boards</p> <p>Anticipation Guides</p> <p>Using the Double Bubble Map to compare and contrast characters.</p> <p>Use the link below to access a compare and contrast Venn Diagram. http://classroom.jc-schools.net/read/venn2.html</p> <p>Compare and Contrast Map:</p>	
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		http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html	
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